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ABSTRACT

This Basic Course attempts to provide samples of two different Cambodian dialects--Standard Cambodian, the approved speech style of public education and mass communication, and the dialect of Phnom Penh. The material is arranged in groups of five units with a common theme. The first four units of each sequence are based on Dialogs, usually in the Phnom Penh dialect, and the fifth is based on a Narration, in Standard Cambodian, which reviews the immediately preceding subject matter. The text for Units 1-20 is entirely in standard style. From Unit 21 on, most of the text is given in Phnom Penh dialect (except for the Narrations), but a parallel Standard version of each Dialog is provided in the Dialog for Comprehension. Vocabulary lists include both forms wherever there is a difference. A typical unit includes a Dialog or Narration, cultural and grammatical notes, and extensive pattern drills. All Cambodian material is written in phonemic transcription. See AL 002 470 for Volume Two. Tape recordings for both volumes are available from the Sales Branch, National Audio Visual Center (GSA), Washington, D.C. 20409. (Author/JD)

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BASIC COURSE
VOLUME ONE
UNITS 1-45

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AL 002 480

DEPARTMENT OF STATE

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CAMBODIAN BASIC COURSE

FOREIGN SERVICE INSTITUTE

BASIC COURSE SERIES

Edited by

LLOYD B. SWIFT

PREFACE

Cambodian, or Khmer, is the official and principal language of the Kingdom of Cambodia. With between five and six million speakers, some of whom live in adjacent countries, Cambodian is the largest single modern representative of the geographically widespread Mon-Khmer family of languages, and the only member of this family which has the status of a national language. Its dialects, including those spoken outside of Cambodia proper, are remarkably homogeneous except as regards phonology. The two most important dialects, Standard and Phnom Penh, are both represented in this course (see Foreword).

The present volume contains units 1-45 of a projected 100 unit Basic Course. It was prepared at the Foreign Service Institute with the support of the Office of Education, Department of Health, Education and Welfare, under the National Defense Education Act. The linguist in charge of the project has been Richard B. Noss. Units 36-45 substantially represent an earlier series of supplementary lessons prepared under the supervision of Dale I. Purtle, now Regional Language Supervisor in Bangkok. The tape recordings which accompany this volume were prepared in the language laboratory of FSI under the direction of Gary Alley. Tapes were voiced mainly by the principal authors; other voices are those of Thuon Sopheasy, Rebecca Moreton and Herbert Purnell. The book was typed by Irma C. Ponce.

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FOREWORD

This Basic Course attempts to provide samples of two different Cambodian dialects. Standard Cambodian, the approved speech style of public education and mass communications, occupies a central position among the dialects and corresponds more closely with the writing system than any other. The dialect of Phnom Penh, the capital, differs sharply from Standard in phonology but not appreciably in other respects. It is hoped that familiarizing students with both of these important styles of speech will improve their function as speakers and listeners in a country where the standard language happens not to be based on the speech of the capital, where many of the students may live.

The material of the Basic Course is arranged in groups of five units with a common theme. The first four units of each sequence are based on Dialogues, usually in the Phnom Penh dialect, and the fifth is based on a Narration, in Standard Cambodian, which reviews the immediately preceding subject matter. The text for Units 1-20 is entirely in standard style. From Unit 21 on, most of the text is given in Phnom Penh dialect (except for the Narrations), but a parallel Standard version of each Dialogue is provided in the Dialogue for Comprehension. Vocabulary lists include both forms wherever there is a difference.

This course revises, extends, and supplants the old FSI Spoken Cambodian (1959), for which Mr. Someth Suos and Mr. Vanphut Hang Phan were the principal informants. Mr. Im Proum, the principal informant of the present course, comes from Svay Rieng in southeastern Cambodia; he speaks both the standard language and the Phnom Penh dialect.

UNIT 1

BASIC DIALOGUE

	Teacher to Students	
1.	soum bət siew-phıw.	Please close your books.
	Men Students to Man Teacher	
2.	baat, look kruu.	Yes, teacher.
	Women Students to Man Teacher	
2a.	cah, look kruu.	Yes, teacher.
	Men Students to Woman Teacher	
2b.	baat, néʔ kruu.	Yes, teacher.
	Women Students to Woman Teacher	
2c.	cah, néʔ kruu.	Yes, teacher.
	Teacher to Students	
3.	soum thaa taam khñom: 'khmaɛ sruol rien.'	Please say after me: 'Khmer ıs easy to learn.'
	All Students Together	
4.	khmaɛ sruol rien.	Khmer ıs easy to learn.
	Teacher to Students	
5.	ɛyləw, soum thaa khlia nih mənéʔ medɔɔŋ.	Now, please say the sentence one person at a tıme.
	Fırst Student (Man or Woman)	
6.	khlia dɔdaɛl?	The same sentence?
	Man Teacher to Fırst Student	
7.	baat, khlia dɔdaɛl.	Yes, the same sentence.
	Woman Teacher to Fırst Student	
7a.	cah, khlia dɔdaɛl.	Yes, the same sentence.
	Second Student (Man or Woman)	
8.	néʔnaa mun?	Who's fırst?
	Teacher to Second Student (Man)	
9.	look mun.	You're fırst.
	Teacher to Second Student (Woman)	
9a.	look srɛy mun.	You're fırst.
	Second Student	
10.	khmaɛ sruol rien.	Khmer ıs easy to learn.

Teacher to Second Student

11. tee, cam thaa taam khñom: 'khmaɛ sruol rien.'
No, wait and repeat after me: 'Khmer is easy to learn.'

Second Student

12. khmaɛ sruol rien.
Khmer is easy to learn.

Man Teacher to Second Student

13. baat, baan.
All right.

Woman Teacher to Second Student

13a. cah, baan.
All right.

NOTE: Men and Women

English regularly distinguishes between the masculine and feminine categories only in the third person singular pronoun (*he*, *she*) and in certain forms of polite address (*sir*, *ma'am*). Such distinctions *always* apply to the person spoken to or about, *not to the* speaker himself (or herself).

Cambodian uses the same first and third person pronoun for both men and women, in the great majority of cases, but distinguishes between the sexes not only in forms of addresss (as in English), but also in the most common second person pronouns, and in the most common word for 'Yes' or 'I hear you.' (The items *baat* and *cah* also occur in the polite responses meaning 'No.').

The Khmer forms encountered so far are listed below in tabular form. You must understand that this by no means a complete list fo the forms involved; many others will be added as the course progresses.

English	Man	Woman
'I, me'	khñom	khñom
'you'	look	look srɛy
'teacher' (form of address)	look kruu	néʔ kruu
'yes' 'I hear you'	baat	cah
'no'	tee	tee
'no' (polite)	baat tee	cah tee

VARIATIONS ON THE DIALOGUE

Following are four variations on the basic dialogue that you have already learned. They represent all possible combinations of men and women teachers and students at this level of politeness (the classroom situation). Since the English translation of all four variations is the same, no English is given. The dialogues are arranged in columns, with the teacher's part always to the left and the students' to the right. Sentences are numbered as in the original dialogue. The designations (s1), (s2) mean 'first student,' 'second student'; the designation (ss) means all students together.

Variation One: Man Teacher and Men Students

1. soum bət siew-phɨw.
2. (ss) baat, look kruu.
3. soum thaa taam khñom:
'khmaɛ sruol rien.'
4. (ss) khmaɛ sruol rien.
5. ɛyləw, soum thaa khlia nih mənéʔ
mədɔɔŋ.
6. (s1) khlia dɔdaɛl?
7. baat, khlia dɔdaɛl.
8. (s2) néʔnaa mun?
9. look mun.
10. (s2) khmaɛ sruol rien.
11. tee, cam thaa taam khñom:
'khmaɛ sruol rien.'
12. (s2) khmaɛ sruol rien.
13. baat, baan.

Variation Two: Man Teacher and Women Students

1. soum bət siew-phɨw.
2. (ss) cah, look kruu.
3. soum thaa taam khñom:
'khmaɛ sruol rien.'
4. (ss) khmaɛ sruol rien.
5. ɛyləw soum thaa khlia nih mənéʔ mədɔɔŋ.
6. (s1) khlia dɔdaɛl?
7. baat, khlia dɔdaɛl.
8. (s2) néʔnaa mun?
9. look srɛy mun.
10. (s2) khmaɛ sruol rien.
11. tee, cam thaa taam khñom:
'khmaɛ sruol rien.'
12. (s2) khmaɛ sruol rien.
13. baat, baan.

Variation Three: Woman Teacher and Men Students

1. soum bət siew-phɨw.
2. (ss) baat, néʔ kruu.
3. soum thaa taam khñom:
'khmaɛ sruol rien.
4. (ss) khmaɛ sruol rien.
5. ɛyləw, soum thaa khlia nih mənéʔ mədɔɔŋ.
6. (s1) khlia dɔdaɛl?
7. cah, khlia dɔdaɛl.
8. (s2) néʔnaa mun?
9. look mun.
10. (s2) khmaɛ sruol rien.
11. tee, cam thaa taam khñom:
'khmaɛ sruol rien.
12. (s2) khmaɛ sruol rien.
13. cah, baan.

Variation four: Woman Teacher and Women Students

1. soum bət siew-phɨw.
2. (ss) cah, néʔ kruu.
3. soum thaa taam khñom: 'khmaε sruol rien.'
4. (ss) khmaε sruol rien.
5. εyləw, soum thaa khlia nih mənéʔ mədɔɔŋ.
6. (s1) khlia dɔdaεl?
7. cah, khlia dɔdaεl.
8. (s2) néʔnaa mun?
9. look srεy mun.
10. (s2) khmaε sruol rien.
11. tee, cam thaa taam khñom: 'khmaε sruol rien.'
12. (s2) khmaε sruol rien.
13. cah, baan.

RESPONSE DRILLS

Drill A.

MODEL:	Teacher: khlia dɔdaεl? (baat) Student: baat, khlia dɔdaεl.	The same sentence? (Yes) Yes, the same sentence.
1.	khlia dɔdaεl? (cah) cah, khlia dɔdaεl.	The same sentence? (Yes, F) Yes, the same sentence.
2.	siew-phɨw dɔdaεl? (baat) baat, siew-phɨw dɔdaεl.	The same book? (Yes) Yes, the same book.
3.	look kruu mun? (cah) cah, look kruu mun.	The teacher first? (Yes, F) Yes, the teacher first.
4.	néʔ kruu mun? (baat) baat, néʔ kruu mun.	The teacher (F) first? (Yes) Yes, the teacher first.

Drill B.

MODEL:	Teacher: néʔnaa mun? (look) Student: look mun.	Who's first? (you) You're first.
1.	néʔnaa mun? (look srεy) look srεy mun.	Who's first? (you, F) You're first.
2.	néʔnaa mun? (look kruu) look kruu mun.	Who's first? (the teacher) The teacher's first.
3.	néʔnaa mun? (néʔ kruu) néʔ kruu mun.	Who's first? (the teacher, F) The teacher's first.
4.	khlia naa mun? (khlia nih) khlia nih mun.	Which sentence is first? (this one) This sentence is first.
5.	siew-phɨw naa mun? (nih) siew-phɨw nih mun.	Which book is first? (this one) This book is first.
6.	néʔnaa mun? (khñom) khñom mun.	Who's first? (me) I'm first.

FLUENCY DRILLS

Drill A: Expansion

1. soum thaa taam khñom.
2. soum thaa khlia nih taam khñom.
3. soum thaa khlia nih taam khñom mənéʔ mədɔɔŋ.
4. ɛyləw soum thaa khlia nih taam khñom mənéʔ mədɔɔŋ.
5. ɛyləw soum thaa khlia nih taam khñom mənéʔ mədɔɔŋ: khmaɛ sruol rien.

1. Please say it after me.
2. Please say this sentence after me.
3. Please say this sentence after me one at a time.
4. Now please say this sentence after me one at a time.
5. Now please say this sentence after me one at a time: Khmer is easy to learn.

Drill B: Reduction

1. ɛyləw soum thaa khlia nih taam khñom mənéʔ mədɔɔŋ: khmaɛ sruol rien.
2. ɛyləw soum thaa khlia nih taam khñom mənéʔ mədɔɔŋ: khmaɛ sruol rien.
3. ɛyləw soum thaa taam khñom mənéʔ mədɔɔŋ: khmaɛ sruol rien.
4. ɛyləw soum thaa taam khñom: khmaɛ sruol rien.
5. soum thaa taam khñom: khmaɛ sruol rien.
6. khmaɛ sruol rien.

1. Now please say this sentence after me one at a time: Khmer is easy to learn.
2. Now please say this sentence after me one at a time: Khmer is easy to learn.
3. Now please say after me one at a time: Khmer is easy to learn.
4. Now please say after me: Khmer is easy to learn.
5. Please say after me: Khmer is easy to learn.
6. Khmer is easy to learn.

UNIT 2

BASIC DIALOGUE

[Items in brackets are stage directions, and are not to be repeated as part of the dialogue. The information given in the directions is also represented impressionistically in the transcription of the dialogue itself.]

	Teacher to First Student	
1.	soum thaa medɔɔŋ tiet: 'khmaɛ sruol rien.'	Please say it again: 'Khmer is easy to learn.'
	First Student	
2.	...khmaɛ sruol rien... [tɛc-tɛc]	...Khmer is easy to learn... [softly]
	Teacher to First Student	
3.	thaa aoy khlaŋ ntɛc. tɛc nah, khñom sdap min lii tee.	Say it a little louder. It's too soft; I can't hear it.
	First Student	
4.	khmaɛ sruol rien!! [thaa khlaŋ] look lii tee?	Khmer is easy to learn!! [louder] Can you hear it?
	Teacher	
5.	baat (cah). nɛ́ʔ bɔntóp: 'khmaɛ sruol rien.	Yes. Next person: 'Khmer is easy to learn.'
	Second Student	
6.	khmaɛ...sruol...rien. [yiit-yiit]	Khmer...is easy...to learn. [slowly]
	Teacher to Second Student	
7.	kom thaa yiit peek. khɔm thaa aoy ñóp ntɛc.	Don't say it so slowly. Try saying it a little faster.
	Second Student	
8.	khmaɛ sruol rien. [thaa ñóp]	Khmer is easy to learn. [faster]
	Teacher	
9.	baan lʔɔɔ. nɛ́ʔ bɔntóp: 'khmaɛ sruol rien.	Good. Next person: 'Khmer is easy to learn.'
	Third Student	
10.	khmaɛsruolrien. [ñóp nah]	Khmeriseasytolearn. [very fast]
	Teacher to Third Student	
11.	ñóp peek. khñom sdap min baan tee.	That's too fast. I can't understand it.

Thırd Student

12.	khmaɛ sruol rien. [thaa ñóp ləmóom] yııt ləmóom tee?	Khmer ıs easy to learn. [Says ıt at the rıght speed] Is that slow enough?

Teacher to Thırd Student

13.	baat, baan. ɛyləw khñom sdap baan haəy.	Yes, that's all rıght. Now I can understand you.

DIALOGUE FOR COMPREHENSION

Teacher [kruu bɔŋrien]	Students [koun səh]
1. soum thaa medɔɔŋ tiet: 'khmaɛ sruol rien.'	2. ...khmaɛ sruol rien...
3. thaa aoy khlaŋ ntɛc. tɛc nah, khñom sdap mın lıı tee.	4. khmaɛ sruol rien!! look lıı tee?
5. baat. néʔ bɔntóp: khmaɛ sruol rıen.	6. khmaɛ...sruol...rien.
7. kom thaa yııt peek. khɔm thaa aoy ñóp ntɛc.	8. khmaɛ sruol rien.
9. baan lʔɔɔ. néʔ bɔntóp: 'khmaɛ sruol rien.	10. khmaɛsruolrien.
11. ñóp peek. khñom sdap mın baan tee.	12. khmaɛ sruol rien. yııt ləmóom tee?
13. baat, baan. ɛyləw khñom sdap baan haəy.	

NOTE: Word Order; Commands and Statements

Cambodıan word order ıs deceptıvely sımılar to Englısh word order, but wıll cause you trouble wherever you expect ıt to be exactly the same. Comparıson of the two systems ıs further complıcated by the fact that much depends on how you translate from one language to the other. For example, ıf you render /medɔɔŋ tiet/ as 'once more,' the Cambodıan order ıs the same as the Englısh; but ıf you render ıt as 'another tıme,' the order ıs dıfferent. The thıng to keep ın mınd ıs thıs:

> Cambodıan word order ıs comprehensıble only ın terms of Cambodıan sentences; Englısh word order, ın terms of Englısh sentences. Attempts to compare the two systems, ın order to be even moderately meanıngful, must take ınto account the complete analyses of both systems. Translatıons are mısleadıng.

Sınce students ınevıtably make such comparısons, however, and base theır efforts to form new sentences on conclusıons drawn from them, the grammar notes below (and ın fact all the grammar notes ın thıs book) are merely attempts to steer you ın the rıght dırectıon. It ıs hıghly lıkely that your abılıty to make correct ınferences about word order wıll depend more on your performance ın drılls than on your understandıng of the notes. If you are pressed for tıme, therefore, skıp the notes and work on the drılls ın the tape laboratory.

In Units 1-2, at least two types of construction occur where the parallelism between the word orders of the two languages is apparently perfect:

1) In Commands, Auxiliary-Verb-Predicate

soum bət siew-phiw.	Please close the books.
cam thaa taam khñom.	Wait and repeat after me.
kom thaa yiit peek.	Don't say it so slowly.
khɔm thaa aoy ñóp ntɛc.	Try saying it a little faster.

Note, however, that when a positive command contains an adjective in its predicate, Cambodian usually has the item /aoy/ just before the adjective. /aoy/ means something like 'so that,' but has no real English equivalent in this type of construction. Here are some expanded examples with literal English translations:

soum thaa aoy khlaŋ ntɛc.	Please say it (so that it's) a little louder.
khɔm thaa medɔɔŋ tiet aoy yiit ntɛc.	Try saying it again (so that it's) a little slower.
thaa khlia dɔdaɛl aoy ñóp ntɛc.	Say the same sentence (so that it's) a little faster.

2) In Statements, Subject-Verb-Predicate

khmaɛ sruol rien.	Khmer is easy to learn.
khñom sdap min lii tee.	I cannot hear.
ɛyləw khñom sdap baan haəy.	Now I can understand.

We will see in the next few units, however, that the analysis of all these sentences, though they seem to correspond with English word order, is quite different from that of their English translations. The structure of the Cambodian and English sentences, in fact, is just as different as that of noun modifier-phrases (see Notes, Unit 3), such as khlia dɔdaɛl 'the same sentence' and neʔ bɔntóp 'next person.'

SUBSTITUTION DRILLS

Drill A:

1.	soum thaa taam khñom.	Please say it after me.
2.	cam thaa taam khñom.	Wait and say it after me.
3.	kom thaa taam khñom.	Don't say it after me.
4.	khɔm thaa taam khñom.	Try saying it after me.
5.	soum thaa taam khñom.	Please say it after me.

Drill B:

1.	soum thaa medɔɔŋ tiet.	Please say it again.
2.	soum thaa taam khñom.	Please say it after me.
3.	soum thaa khlia nih.	Please say this sentence.
4.	soum thaa mənéʔ medɔɔŋ.	Please say it one at a time.
5.	soum thaa medɔɔŋ tiet.	Please say it again.

Drıll C:

1.	kom thaa yııt peek.	Don't say ıt so slowly.
2.	kom thaa ñóp peek.	Don't say ıt so fast.
3.	kom thaa khlaŋ peek.	Don't say ıt so loud.
4.	kom thaa tɛc peek.	Don't say ıt so softly.
5.	kom thaa yııt peek.	Don't say ıt so slowly.

Drıll D:

1.	khɔm thaa aoy ñóp ntɛc.	Try sayıng ıt a lıttle faster.
2.	khɔm thaa aoy khlaŋ ntɛc.	Try sayıng ıt a lıttle louder.
3.	khɔm thaa aoy yııt ntɛc.	Try sayıng ıt a lıttle slower.
4.	khɔm thaa aoy tɛc ntɛc.	Try sayıng ıt a lıttle softer.
5.	khɔm thaa aoy ñóp ntɛc.	Try sayıng ıt a lıttle faster.

RESPONSE DRILL

(Respond as dırected by commands)

	Command	Response
1.	soum thaa taam khñom: khmaɛ sruol rien.	khmaɛ sruol rien.
2.	kom thaa taam khñom: khmaɛ sruol rien.	(sılence)
3.	soum thaa taam khñom, khlia dɔdaɛl.	khmaɛ sruol rien.
4.	soum thaa medɔɔŋ tiet, khlia dɔdaɛl.	khmaɛ sruol rien.
5.	cam thaa taam khñom: khmaɛ sruol rien.	khmaɛ sruol rien.
6.	soum thaa medɔɔŋ tiet, aoy khlaŋ ntɛc.	KHMAE SRUOL RIEN.
7.	soum thaa medɔɔŋ tiet, aoy yııt ntɛc.	khmaɛ ...sruol...rien.
8.	yııt peek. khɔm thaa aoy ñóp ntɛc.	khmaɛsruolrien.
9.	kom thaa ñóp peek. khɔm thaa aoy ñóp ləmóom.	khmaɛ sruol rien.
10.	baan lʔɔɔ. ɛyləw soum thaa khlia dɔdaɛl, aoy tɛc-tɛc.	...khmaɛ sruol rien...
11.	khñom sdap mın lıı tee. soum thaa medɔɔŋ tiet aoy khlaŋ ntɛc.	khmaɛ sruol rien.
12.	cam thaa taam khñom: khmaɛ sruol rien.	khmaɛ sruol rien.
13.	baan lʔɔɔ. ɛyləw soum bət siew-phıw, thaa medɔɔŋ tiet.	(close book) (repeat whole exercıse wıth tape cues only)

UNIT 3

BASIC DIALOGUE

Teacher (kruu bɔŋrien)

1.	ɛylɛw soum baək siew-phɪw look tumpóa tii-buon.	Now please open your books to page four.

First Student (koun səh tii-muoy)

2.	siew-phɪw naa?	Which book?

Teacher

3.	siew-phɪw lɪəŋ.	The yellow book.

Second Student (koun səh tii-pii)

4.	tumpóa tii-pəmaan?	Which page?

Teacher

5.	tumpóa tii-buon. look khəəñ khlia tii-pii tee?	Page four. Do you see sentence number two?

Third Student (koun səh tii-bɛy)

6.	khlia tii-bɛy?	Sentence number three?

Teacher

7.	tee, khlia mun nɪŋ, khlia tii-pii.	No, the sentence before that, sentence number two.
8.	look tɛ́ŋ-ɔh khnia róoˀ khəəñ tee?	Have you all found it?

Students (koun səh tɛ́ŋ-ɔh)

9.	baat (cah), khəəñ haəy.	Yes, I've found it.

Teacher

10.	ɛyləw məəl bɔntót tii-bɛy, khlia tii-pii.	Now look at line three of sentence two.

First Student

11.	bɔntót tii-pii?	The second line?

Teacher

12.	tee, bɔntót tii-bɛy. bɔntót kraoy bɔŋ-ɔh.	No, the third line. The last line of all.

First Student

13. ou, bɔntót nıŋ! Oh, that line!

DIALOGUE AND VARIATIONS FOR COMPREHENSION

The first dialogue given below is the basic dialogue, repeated for comprehension purposes. The next two dialogues include slight variations, mainly involving the numbers used; you will notice, however, that the internal consistency of the dialogue has not been changed. In order to understand the variations, you will have to control the following vocabulary items (the old items are all included for the sake of the pattern).

Vocabulary

siəw-phıw	'book'	muoy	'one'
mee-rien	'lesson'	pii	'two'
tumpóa	'page'	bɛy	'three'
khlia	'sentence'	buon	'four'
bɔntót	'line'	pram	'five'
kruu bɔŋrien	'teacher'	mun kee bɔŋ-ɔh	'first of all'
koun səh	'student'	mun nıŋ	'before that'
néˀ	'person'	kraoy kee bɔŋ-ɔh	'last of all'
		kraoy nıŋ	'after that'
		bɔntóp	'next'

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh (tii-muoy, tii-pii, tii-bɛy, téŋ-ɔh)
1. ɛyləw soum baək siəw-phıw look tumpóa tii-buon.	**2. siəw-phıw naa?**
3. siəw-phıw lıəŋ.	**4. tumpóa tii-pəmaan?**
5. tumpóa tii-buon. look khəəñ khlia tii-pii tee?	**6. khlia tii-bɛy?**
7. tee, khlia mun nıŋ, khlia tii-pii.	
8. look téŋ-ɔh khnia róoˀ khəəñ tee?	**9. baat, khəəñ haəy.**
10. ɛyləw məəl bɔntót tii-bɛy, khlia tii-pii.	**11. bɔntót tii-pii?**
12. tee, bɔntót tii-bɛy. bɔntót kraoy bɔŋ-ɔh.	**13. ou, bɔntót nıŋ!**

Variation One:

1. ɛyləw soum baək siew-phıw look tumpóa tii-pram.
2. siew-phıw naa?
3. siew-phıw tii-muoy.
4. tumpóa tii-pəmaan?
5. tumpóa tii-pram. look kheəñ khlia tii-bɛy tee?
6. khlia tii-pii?
7. tee, khlia kraoy nıŋ, khlia tii-bɛy.
8. look téŋ-ɔh khnia róoʔ kheəñ tee?
9. baat, kheəñ haəy, look kruu.
10. ɛyləw meəl bɔntót tii-pii, khlia tii-bɛy.
11. bɔntót tii-bɛy?
12. tee, bɔntót tii-pii, bɔntót mun nıŋ.
13. ou, bɔntót nıŋ!

Variation Two:

1. ɛyləw soum baək siew-phıw look mee-rien tii-bɛy.
2. siew-phıw naa?
3. siew-phıw lıəŋ.
4. mee-rien tii-pəmaan?
5. mee-rien tii-bɛy. look kheəñ khlia tii-muoy tee?
6. khlia tii-buon?
7. tee, khlia mun kee bɔŋ-ɔh.
8. look róoʔ khlia tii-muoy kheəñ tee?
9. ou, khlia nıŋ!
10. ɛyləw meəl bɔntót tii-pram, khlia tii-muoy.
11. bɔntót naa, look kruu?
12. bɔntót tii-pram. bɔntót kraoy kee bɔŋ-ɔh.
13. cah, kheəñ haəy.

NOTE: Head-Modifier Constructions

In Unit Two we saw how Cambodian word order seems to parallel that of English in statements and commands. Let us now look at a type of construction in which Cambodian word order usually appears to be the reverse of English: the head-modifier construction. In Cambodian, the order of head-word (H) and its modifier (M) is always HM. In English, the corresponding construction is usually MH; examples of the order HM can usually be paraphrased to yield MH (e.g. 'once more' becomes 'another time.')

Refer back to the vocabulary lists given at the beginning of the 'Dialogue and Variations' section of this lesson. By combining each item in the left-hand column with each item in the right-hand column (and inserting /tii-/ before all numerals) you can produce eighty such head-modifier constructions, all of them having some possibility of occurrence in actual speech. The first combination, would be /siew-phıw tii-muoy/ 'the first book' and the last would be /neʔ bɔntóp/ 'next person.' All such constructions involving a noun as the head-word are noun-modifier constructions (NM). Here are some examples that you have already encountered, including a few which would not be generated from the vocabulary lists:

1) Noun-Modifier Constructions

Cambodian: NM	English: MN
khlia dɔdaɛl.	The-same sentence.
siew-phıw look.	Your book.
bɔntɔ́t mun kee bɔŋ-ɔh.	The-very-first line.
néʔ bɔntɔ́p.	The-next person.
siew-phıw lıəŋ.	The-yellow book.
tumpóa kraoy bɔŋ-ɔh.	The-last page.
koun səh tii-pii.	The-second student.

You have also encountered another type of head-modifier construction in which an adjective is the head-word. The relationship to English word order is the same as in the case of the noun-modifier constructions.

2) Adjective-Modifier Constructions

Cambodian: AM	English: MA
yııt peek.	Too slow.
khlaŋ ntɛc.	A-little louder.
ñóp nah.	Very fast.
kraoy kee bɔŋ-ɔh.	The-very last.

Examples in which the English word order can be the same as the Cambodian or different, depending on the translation, occur with both noun-modifier and adjective-modifier constructions.

3) Head-Modifier Constructions

Cambodian: HM	English: MH	(English: HM)
medɔɔŋ tiet	another time	(once more)
ñóp ləmóom	sufficiently fast	(fast enough)
khlia tii-pii	the-second sentence	(sentence two)
tumpóa tii-buon	the-fourth page	(page four)
look téŋ-ɔh khnia	all-of you	(you all)
mun kee bɔŋ-ɔh	the-very first	(first of-all)

The thing to remember is that the order of Cambodian words does not depend on how they are translated into English, but on the structure of Cambodian itself. In the case of the head-modifier constructions, this is easy-- the head-word always precedes, and the modifier always follows; this is true at least of noun and adjective constructions (with verbs, it is a little more complex). In the drills which follow, we will concentrate only on the noun-modifier construction, leaving the adjective-modifier construction for later, when there is more vocabulary to work with.

SUBSTITUTION DRILLS

Drill A

1.	soum baək siəw-phıw look.	Please open your books.
2.	kom baək siəw-phıw look.	Don't open your books.
3.	soum bət siəw-phıw look.	Please close your books.
4.	kom bət siəw-phıw look.	Don't close your books.
5.	soum məəl siəw-phıw look.	Please look at your books.
6.	kom məəl siəw-phıw look.	Don't look at your books.
7.	soum baək siəw-phıw look.	Please open your books.

Drill B

1.	look khəəñ khlia tii-pii tee?	Do you see sentence two?
2.	look khəəñ bɔntɔ́t tii-pii tee?	Do you see line two?
3.	look khəəñ tumpɔ́a tii-pii tee?	Do you see page two?
4.	look khəəñ mee-rien tii-pii tee?	Do you see lesson two?
5.	look khəəñ siəw-phıw tii-pii tee?	Do you see book two?
6.	look khəəñ koun səh tii-pii tee?	Do you see the second student?
7.	look khəəñ khlia tii-pii tee?	Do you see sentence two?

Drill C

1.	ɛyləw məəl khlia tii-pii.	Now look at sentence two.
2.	ɛyləw məəl khlia tii-muoy.	Now look at the first sentence.
3.	ɛyləw məəl khlia tii-bɛy.	Now look at sentence three.
4.	ɛyləw məəl khlia tii-pram.	Now look at sentence five.
5.	ɛyləw məəl khlia mun nuh.	Now look at the sentence before that.
6.	ɛyləw məəl khlia kraoy bɔŋ-ɔh.	Now look at the last sentence.
7.	ɛyləw məəl khlia tii-buon.	Now look at sentence four.
8.	ɛyləw məəl khlia tii-pii.	Now look at sentence two.

RESPONSE DRILLS

Drill A

MODEL:	Teacher: khlia tii-pram? (tee, mun nıŋ)	Sentence five? (no, before that)
	Student: tee, khlia mun nıŋ, khlia tii-buon.	No, the sentence before that, sentence four.
1.	khlia tii-buon? (tee, mun nıŋ)	Sentence four? (no, before that)
	tee, khlia mun nıŋ, khlia tii-bɛy.	No, the one before that, sentence three.
2.	khlia tii-bɛy? (tee, mun nıŋ)	Sentence three? (no, before that)
	tee, khlia mun nıŋ, khlia tii-pii.	No, the one before that, sentence two.

3.	khlia tii-pii? (tee, mun kee bɔŋ-ɔh)	Sentence two? (no, first of all)
	tee, khlia mun kee bɔŋ-ɔh, khlia tii-muoy.	No, the first sentence of all, sentence one.
4.	khlia tii-muoy? (tee, kraoy kee bɔŋ-ɔh, pram)	Sentence one? (no, last of all, five)
	tee, khlia kraoy kee bɔŋ-ɔh, khlia tii-pram.	No, the last sentence of all, sentence five.

Drill B

MODEL:	Teacher: tumpóa tii-muoy? (tee, kraoy)	Page one? (no, after that)
	Student: tee, tumpóa kraoy nɪŋ, tumpóa tii-pii.	No, the page after that, page two.
1.	tumpóa tii-pii? (tee, kraoy)	Page two? (no, after that)
	tee, tumpóa kraoy nɪŋ, tumpóa tii-bɛy.	No, the one after that, page three.
2.	tumpóa tii-bɛy? (tee, kraoy)	Page three? (no, after that)
	tee, tumpóa kraoy nɪŋ, tumpóa tii-buon.	No, the one after that, page four.
3.	tumpóa tii-buon? (tee, kraoy kee bɔŋ-ɔh, pram)	Page four? (no, last of all, five)
	tee, tumpóa kraoy kee bɔŋ-ɔh, tumpóa tii-pram.	No, the last page of all, page five.
4.	tumpóa tii-pram? (tee, mun kee bɔŋ-ɔh)	Page five? (no, first of all)
	tee, tumpóa mun kee bɔŋ-ɔh, tumpóa tii-muoy.	No, the first page of all, page one.

Drill C

MODEL:	Teacher: koun səh tii-muoy? (tee, bɔntóp)	The first student? (no, next one)
	Student: tee, néˀ bɔntóp, koun səh tii-pii.	No, the next one, the second student.
1.	koun səh tii-pii? (tee, bɔntóp)	The second student? (no, next one)
	tee, néˀ bɔntóp, koun səh tii-bɛy.	No, the next one, the third student.
2.	koun səh tii-bɛy? (tee, bɔntóp)	The third student? (no, next one)
	tee, néˀ bɔntóp, koun səh tii-buon.	No, the next one, the fourth student)
3.	koun səh tii-buon? (tee, bɔntóp)	The fourth student? (no, next one)
	tee, néˀ bɔntóp, koun səh tii-pram.	No, the next one, the fifth student.

4. koun səh tii-pram? (tee, kruu bɔŋrien) tee, kruu bɔŋrien.	The fifth student? (no, the teacher) No, the teacher.

Drill D

MODEL: Teacher: siew-phıw naa? (lıəŋ) Student: siew-phıw lıəŋ.	Which book? (yellow) The yellow book.
1. mee-rien tii-pəmaan? (pram) mee-rien tii-pram.	Which lesson? (five) The fifth lesson.
2. tumpóa tii-pəmaan? (kraoy kee bɔŋ-ɔh) tumpóa kraoy kee bɔŋ-ɔh.	Which page? (the last) The last page.
3. khlia tii-pəmaan? (buon) khlia tii-buon.	Which sentence? (four) Sentence four.
4. bɔntót naa? (mun bɔŋ-ɔh) bɔntót mun bɔŋ-ɔh.	Which line? (the very first) The very first line.
5. koun səh naa? (bɛy) koun səh tii-bɛy.	Which student? (the third) The third student.
6. siew-phıw naa? (lıəŋ) siew-phıw lıəŋ.	Which book? (yellow) The yellow book.

UNIT 4

BASIC DIALOGUE

	Teacher	
1.	bontót nɪŋ meel thaa mɛc?	How does that line read?
	First Student	
2.	meel thaa: khmaɛ sruol rien.	It reads: 'Khmer is easy to learn.'
	Teacher	
3.	piaʔ ɛy kraoy kee bɔŋ-ɔh, khnoŋ bontót nɪŋ?	What word is last of all in the line?
	Second Student	
4.	piaʔ kraoy kee bɔŋ-ɔh kɪɪ 'rien'.	The word 'learn' is last of all.
	Teacher	
5.	haey piaʔ mun piaʔ nɪŋ?	And the word before that?
	Third Student	
6.	piaʔ mun nɪŋ kɪɪ 'sruol'.	The word before that is 'easy'.
	Teacher	
7.	trew haey. haey piaʔ ɛy mun kee bɔŋ-ɔh?	That's correct. And what's the very first word?
	Fourth Student	
8.	piaʔ mun kee bɔŋ-ɔh kɪɪ 'khmaɛ'.	The very first word is 'Khmer'.
	Teacher	
9.	khlia nɪŋ, look téŋ-ɔh khnia yúl tee?	Do you all understand this sentence?
	Students	
10.	baat, yúl haey.	Yes, We understand it.
	First Student	
11.	khlia nih ŋiey yúl nah.	This sentence is very easy to understand.
	Teacher	
12.	mɪn pibaaʔ tee.	It's not difficult.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. bɔntót nıŋ meel thaa mɛc?	2. meel thaa: khmaɛ sruol rien.
3. piaʔ ɛy kraoy kee bɔŋ-ɔh, khnɔŋ bɔntót nıŋ?	4. piaʔ kraoy kee bɔŋ-ɔh kıı 'rien'.
5. haəy piaʔ mun piaʔ nıŋ?	6. piaʔ mun nıŋ kıı 'sruol'.
7. trəw haəy. haəy piaʔ ɛy mun kee bɔŋ-ɔh?	8. piaʔ mun kee bɔŋ-ɔh kıı 'khmaɛ'.
9. khlia nıŋ, look téŋ-ɔh khnia yúl tee?	10. baat, yúl haəy.
	11. khlia nih ŋiey yúl nah.
12. mın pibaaʔ tee.	

NOTE: Questions and Answers

Questions in Cambodian are constructed in several different though related ways, but all have a common feature: the general question intonation. The pitch contour of this intonation sounds very much like that of a common type of American English yes-no question: high pitch starting on the last stressed syllable of the sentence, and rising still higher from that point on, no matter how many syllables may follow. In no type of Cambodian question is there any inversion of word order such as that required in English ('Is he going?'-- 'Yes, he's going.' 'What's he doing?'-- 'He's working,' etc.)

We can distinguish three types of Cambodian questions in the material covered to date; these are described in Notes 1-3 below.

1) Confirmation Questions

If the question simply requires confirmation of an assumption, and contains no verb predicate (for example, a noun with or without modifiers), the question is usually made with the intonation contour alone (represented in this text by /?/). A 'yes' answer to this type of question usually includes a repetition of the original phrase, this time with statement intonation (represented by /./). A 'no' answer simply includes the correct information, also with statement intonation. Examples:

Question	'Yes' answer	'No' answer
khlia dɔdaɛl? The same sentence?	baat, khlia dɔdaɛl. Yes, the same sentence.	tee, khlia mun. No, the sentence before.
bɔntót tii-pii? Line two?	baat, bɔntót tii-pii. Yes, line two.	tee, bɔntót tii-bɛy. No, line three.
khñom mun? Me first?	baat, look mun. Yes, you first.	tee, khñom mun. No, me first.

2) Yes-No Questions

If the question can be answered 'yes' or 'no' but contains a *positive verb predicate* (i.e. at least one verb or adjective, with no prior negative), the normal form of the question is the general question intonation with the addition of an unstressed *tee* at the very end (the whole complex being written /tee?/). Positive responses to yes-no questions usually contain at least part of the original predicate, sometimes all of it, and may also be followed by the particle *haəy* 'already'. Negative responses require the placement of a negative such as *min* before the proper element of the predicate (this is a complicated matter which will be taken up in connection with verb constructions), and the particle *tee* at the very end of the sentence. Both positive and negative responses have the statement intonation. Examples:

Question	'Yes' answer	'No' answer
look lii tee? Do you hear?	baat, lii. Yes, I hear.	tee, min lii tee. No, I don't hear.
look sdap lii tee? Can you hear?	baat, (sdap) lii. Yes, I can.	tee, (sdap) min lii tee. No, I can't.
look téŋ-ɔh khnia yúl tee? Do you all understand?	baat, yúl haəy. Yes, (we) do.	tee, min yúl tee. No, (we) don't.
look khəəñ khlia tii-pii tee? Do you see sentence two?	baat, khəəñ haəy. Yes, I see it.	tee, min khəəñ tee. No, I don't see it.
look róoʔ tumpóa tii-buon khəəñ tee? Have you found page four?	baat, róoʔ khəəñ haəy. Yes, I've found it.	tee, róoʔ min khəəñ tee. No, I haven't found it.

3) Information Questions

The third type of question involves a word of the 'who--what--when--where--why' type: an *interrogative word*. Cambodian questions of this type differ from their English counterparts in two important respects: a) they have the standard question intonation, just like confirmation and yes-no questions; b) the placement of the interrogative word is in the exact spot where the information requested will occur in the full answer (rather than at the beginning of the sentence, as it must be in English). So far we have encountered five of the Cambodian interrogative words:

naa	'which'	tii-pəmaan	'which (in a definite series)'
ɛy	'what'	mɛc	'how'
néʔnaa	'who'		

Answers to information questions containing these words may begin with *baat* or *cah* (or even *tee*), but all that is essential is the supplying of the information requested. Sometimes part or all of the remaining context of the question is repeated (as it can be in English). The examples below illustrate short and full answers to typical information questions; note the relative positions of the interrogative words in the questions, and of the information supplied in the full answers.

Examples:

Question	Short Answer	Full Answer
néʔnaa mun? Who's first?	look. You.	look mun. You're first.
look kheeñ néʔnaa? Who do you see?	kruu bɔŋrien. The teacher.	khñom kheeñ kruu bɔŋrien. I see the teacher.
look kruu kheeñ néʔnaa? Who does the teacher see?	khñom. Me.	look kruu kheeñ khñom. The teacher sees me.
piaʔ ɛy mun kee bɔŋ-ɔh? What word is first of all?	khmaɛ. 'Khmer'	piaʔ khmaɛ, mun kee bɔŋ-ɔh. The word 'Khmer' is first.
look kheeñ ɛy? What do you see?	siew-phıw. The book.	khñom kheeñ siew-phıw. I see the book.
look róoʔ siew-phıw ɛy? Which book are you looking for?	siew-phıw lıeŋ. The yellow book.	khñom róoʔ siew-phıw lıeŋ. I'm looking for the yellow book.
look sdap khlia tii-pemaan? Which sentence are you listening to?	khlia tii-pram. Sentence five.	khñom sdap khlia tii-pram. I'm listening to sentence five.
bɔntót nıŋ meel thaa mɛc? How does that line read?	khmaɛ sruol rien. Khmer is easy to learn.	meel thaa: khmaɛ sruol rien. It reads: 'Khmer is easy to learn.'

RESPONSE DRILLS

Drill A.

MODEL:	Teacher:	khlia dɔdaɛl? (baat)	The same sentence? (yes)
	Student:	baat, khlia dɔdaɛl.	Yes, the same sentence.
	Teacher:	(tee, mun)	(no, before that)
	Student:	tee, khlia mun nıŋ.	No, the sentence before that.
1.		siew-phıw lıeŋ? (baat)	The yellow book? (yes)
		baat, siew-phıw lıeŋ.	Yes, the yellow book.
		(tee, nih)	(no, this one)
		tee, siew-phıw nih.	No, this book.
2.		khñom mun? (baat)	Me first? (yes)
		baat, look mun.	Yes, you first.

	(tee, look kruu)	(no, the teacher)
	tee, look kruu mun.	No, the teacher fırst.
3.	bɔntót tii-buon? (baat)	Lıne four? (yes)
	baat, bɔntót tii-buon.	Yes, lıne four.
	(tee, muoy)	(no, one)
	tee, bɔntót tii-muoy.	No, lıne one.
4.	piaʔ mun piaʔ nıŋ? (baat)	The word before that word? (yes)
	baat, piaʔ mun piaʔ nıŋ.	Yes, the word before that word.
	(tee, kraoy)	(no, after)
	tee, piaʔ kraoy piaʔ nıŋ.	No, the word after that word.

Drıll B.

MODEL:	Teacher:	look lıı tee? (lıı)	Do you hear? (hear)
	Student:	baat, khñom lıı.	Yes, I hear.
	Teacher:	(mın lıı tee)	(not hear)
	Student:	tee, khñom mın lıı tee.	No, I don't hear.
1.		look yúl tee? (yúl haey)	Do you understand? (understand already)
		baat, khñom yúl haey.	Yes, I understand.
		(mın yúl tee)	(not understand)
		tee, khñom mın yúl tee.	No, I don't understand.
2.		look sdap lıı tee? (sdap lıı)	Can you hear? (lısten hear)
		baat, khñom sdap lıı.	Yes, I can hear.
		(sdap mın lıı tee)	(lısten not hear)
		tee, khñom sdap mın lıı tee.	No, I can't hear.
3.		look sdap baan tee? (sdap baan)	Can you understand? (lısten get)
		baat, khñom sdap baan haey.	Yes, I can understand.
		(sdap mın baan tee)	(lısten not get)
		tee, khñom sdap mın baan tee.	No, I can't understand.
4.		look kheeñ tee? (kheeñ haey)	Do you see? (see already)
		baat, khñom kheeñ haey.	Yes, I see.
		(mın kheeñ tee)	(not see)
		tee, khñom mın kheeñ tee.	No, I don't see.

5. look róoʔ khəəñ teeʔ (róoʔ khəəñ haəy)	Have you found it? (find already)
baat, khñom róoʔ khəəñ haəy.	Yes, I've found it.
(róoʔ mın khəəñ tee)	(look for not see)
tee, khñom róoʔ mın khəəñ tee.	No, I can't find it.
6. piaʔ nih trəw teeʔ (trəw haəy)	Is this word right? (right already)
baat, piaʔ nih trəw haəy.	Yes, that word is right.
(mın trəw tee)	(not right)
tee, piaʔ nih mın trəw tee.	No, that word is not right.

Drill C.

MODEL: Teacher: néʔnaa munʔ (koun səh)	Who's first? (students)
Student: koun səh mun.	The students are first.
1. look khəəñ néʔnaaʔ	Who do you see? (the teacher)
khñom khəəñ look kruu.	I see the teacher.
2. néʔnaa thaa kraoy kee bɔŋ-ɔhʔ (koun səh tii-pram)	Who speaks last of all? (the fifth student)
koun səh tii-pram thaa kraoy kee bɔŋ-ɔh.	The fifth student speaks last of all.
3. look məəl siew-phıw naaʔ (lıəŋ)	Which book are you looking at? (yellow book)
khñom məəl siew-phıw lıəŋ.	I'm looking at the yellow book.
4. piaʔ ɛy mun kee bɔŋ-ɔhʔ (sruol)	What is the first word of all? (the word 'easy')
piaʔ sruol mun kee bɔŋ-ɔh.	The word 'easy' is the first word of all.
5. look róoʔ ɛyʔ (tumpóa tii-bɛy)	What are you looking for? (page three)
khñom róoʔ tumpóa tii-bɛy.	I'm looking for page three.
6. look róoʔ khlia tii-pəmaanʔ (khlia tii-pii)	Which sentence are you looking for? (sentence two)
khñom róoʔ khlia tii-pii.	I'm looking for sentence two.
7. khlia tii-pii məəl thaa mɛcʔ (khñom yúl haəy)	How does sentence two read? ('I understand now.')
khlia tii-pii məəl thaa: khñom yúl haəy.	Sentence two says: 'I understand now.'

Drill D (Respond as directed)

	Teacher	Student
1.	ɛyləw soum baək siew-phɪw look.	baat, look kruu. [book should be open]
2.	look khəəñ tumpóa tii-bɛy teeʔ (baat)	baat, khəəñ haəy.
3.	look khəəñ khlia tii-muoy teeʔ (baat)	baat, khəəñ haəy.
4.	look khəəñ bɔntót tii-pii teeʔ (baat)	baat, khəəñ haəy.
5.	bɔntót nɪŋ məəl thaa mɛcʔ (khñom sdap baan)	bɔntót nɪŋ məəl thaa: khñom sdap baan.
6.	soum thaa taam khñom: khñom sdap baan.	khñom sdap baan.
7.	khlia nih, look yúl teeʔ (baat)	baat, yúl haəy.
8.	soum thaa mədɔɔŋ tiet, khlia dɔdaɛl.	khñom sdap baan.
9.	piaʔ ɛy kraoy kee bɔŋ-ɔh khnɔŋ khlia nihʔ	piaʔ kraoy kee bɔŋ-ɔh kɪɪ 'baan'.
10.	haəy piaʔ mun piaʔ 'baan'ʔ	piaʔ mun piaʔ 'baan' kɪɪ piaʔ 'sdap'.
11.	haəy piaʔ ɛy mun kee bɔŋ-ɔhʔ	piaʔ mun kee bɔŋ-ɔh kɪɪ 'khñom'.
12.	ɛyləw thaa khlia téŋ-ɔh nuh mədɔɔŋ tɪet.	khñom sdap baan.
13.	thaa khlia dɔdaɛl, kom thaa piaʔ 'khñom'.	sdap baan.
14.	thaa khlia dɔdaɛl, kom thaa piaʔ 'baan'.	khñom sdap.
15.	ɛyləw soum bət siew-phɪw look.	baat, look kruu. [book should be closed]

FLUENCY DRILLS

Drill A. Expansion

1. look khəəñ teeʔ
2. look róoʔ khəəñ teeʔ
3. look róoʔ mee-rien tii-bɛy khəəñ teeʔ
4. look róoʔ mee-rien tii-bɛy khnɔŋ siew-phɪw lɪəŋ khəəñ teeʔ
5. look téŋ-ɔh khnia róoʔ mee-rien tii-bɛy khnɔŋ siew-phɪw lɪəŋ khəəñ teeʔ
6. look téŋ-ɔh khnia róoʔ khlia kraoy bɔŋ-ɔh, mee-rien tii-bɛy khnɔŋ siew-phɪw lɪəŋ, khəəñ teeʔ

1. Do you see it?
2. Have you found it?
3. Have you found lesson three?
4. Have you found lesson three in the yellow book?
5. Have you all found lesson three in the yellow book?
6. Have you all found the very last sentence of lesson three in the yellow book?

Drill B. Reduction

1. look téŋ-ɔh khnia róoʔ khlia kraoy bɔŋ-ɔh, mee-rien tii-bɛy khnoŋ siew-phɨw lɨəŋ, khəəñ tee?
2. look téŋ-ɔh khnia róoʔ khlia kraoy bɔŋ-ɔh, mee-rien tii-bɛy, khəəñ tee?
3. look róoʔ khlia kraoy bɔŋ-ɔh, mee-rien tii-bɛy, khəəñ tee?
4. look róoʔ khlia kraoy bɔŋ-ɔh khəəñ tee?
5. look róoʔ khəəñ tee?
6. look khəəñ tee?

1. Have you all found the very last sentence of lesson three in the yellow book?
2. Have you all found the very last sentence of lesson three?
3. Have you found the very last sentence of lesson three?
4. Have you found the very last sentence?
5. Have you found it?
6. Do you see it?

UNIT 5

NARRATION

1. kruu bɔŋrien aoy koun səh téŋ-ɔh khnia bət siew-phɪw.
2. haəy koun səh thaa taam kruu bɔŋrien próom khnia: khmaɛ sruol rien.
3. ruoc haəy, kruu bɔŋrien aoy koun səh thaa taam mənéʔ mədɔɔŋ.
4. taɛ mian koun səh mənéʔ suo thaa: look kruu cɔŋ aoy thaa khlia dɔdaɛl?
5. kruu bɔŋrien chlaəy thaa: baat, khlia dɔdaɛl.
6. mian koun səh mənéʔ tiet suo: look kruu cɔŋ aoy néʔnaa thaa mun?
7. kruu bɔŋrien chlaəy thaa: khñom cɔŋ aoy look thaa mun.

1. The teacher has all the students close their books.
2. And the students repeat after the teacher all together: 'Khmer is easy to learn.'
3. Then the teacher has the students repeat one at a time.
4. But there is one student who asks: 'Do you want (us) to say the same sentence?'
5. The teacher replies: 'Yes, the same sentence.'
6. Another student asks: 'Who do you want to speak first?'
7. The teacher replies: 'I want you to speak first.'

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8. haəy koun səh téŋ-ɔh khnia thaa taam kruu mənéʔ mədɔɔŋ.
9. koun səh daɛl thaa taam tɛc-tɛc nuh, kruu prap aoy thaa khlaŋ ntɛc.
10. koun səh daɛl thaa taam yɪɪt-yɪɪt nuh, kruu prap aoy thaa ñóp ləmóom.
11. koun səh téŋ-ɔh khnia khɔm thaa taam kruu khlaŋ ləmóom, haəy ñóp ləmóom.
12. thaa tɛc nah, kruu sdap mɪn lɪɪ tee.
13. thaa ñóp peek, kruu sdap mɪn baan tee.

8. And all the students repeat after the teacher one at a time.
9. A student who repeats softly, the teacher tells to say it a little louder.
10. A student who repeats slowly, the teacher tells to say at the right speed.
11. All the students try to repeat after the teacher loud enough and fast enough.
12. Say it very softly, the teacher can't hear.
13. Say it too fast, the teacher can't understand.

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14. kraoy móoʔ, kruu bɔŋrien aoy koun səh baək siew-phɪw viñ.
15. kee nɪŋ rien siew-phɪw lɪəŋ, tumpóa tii-buon, khlia tii-pii, bɔntót tii-bɛy.
16. koun səh daɛl mɪn yúl, suo sɔmnuo tɪw kruu.
17. kee suo thaa: siew-phɪw naa, tumpóa tii-pəmaan, khlia tii-pəmaan, bɔntót tii-pəmaan?
18. kruu bɔŋrien chlaəy sɔmnuo kee.
19. haəy koun səh téŋ-ɔh khnia róoʔ bɔntót nɪŋ khəəñ.

14. Later, the teacher has the students open their books up again.
15. They are going to study the yellow book, page four, sentence two, line three.

16. The students that don't understand ask questions of the teacher.
17. They ask: which book, what page, which sentence, which line?
18. The teacher answers their questions.
19. And all the students finally find the line.

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20. kruu suo: bɔntót nıŋ məəl thaa mɛc?
21. koun səh mənė chlaəy thaa: məəl thaa khmaɛ sruol rien.
22. haəy kruu bɔŋrien suo sɔmnuo tiet.
23. kee suo thaa: piaʔ kraoy kee bɔŋ-ɔh kıı piaʔ ɛy? piaʔ mun nıŋ kıı piaʔ ɛy? piaʔ mun bɔŋ-ɔh kıı piaʔ ɛy?
24. koun səh chlaəy sɔmnuo kruu mənéʔ mədɔɔŋ, kee chlaəy trəw téŋ-ɔh khnia.
25. kruu bɔŋrien khəəñ thaa kee yúl khlia nıŋ téŋ-ɔh khnia.

20. The teacher asks: 'How does that line read?'
21. A student answers: 'It reads 'Khmer is easy to learn.'
22. And the teacher asks more questions.
23. He asks: 'What's the last word of all? What's the word before that? What's the first word of all?'
24. The students answer the teachers questions one at a time; they all answer correctly.

NOTE: Narrative Style

You will have noticed that the content of the Narration above is almost exactly the same as that of the first four Basic Dialogues; only the style is different. Instead of a series of actual conversations, with the speakers identified only in the book, we now have an account of the conversations as told by a single person. The narrator, moreover, must use two kinds of words not found in the original conversations: 1) procedural verbs, especially those of speaking, 2) procedural conjunctions, indicating the transitions between successive sentences. Also, of course, he must identify in some way each person who speaks, indicating when he begins and when he stops. Following is the new vocabulary thus introduced (old words included for patterning):

1) Procedural Verbs and Adjectives

thaa	to say, speak; as follows	mənéʔ mədɔɔŋ	one at a time
prap	to tell	próom khnia	all together
suo	to ask	cɔŋ	to want
(sɔmnuo)	(question)	cɔŋ aoy	to want to have
chlaəy	to answer	mian... mənéʔ	there is a... (person)
tıw kruu	to the teacher	mian... məné tiet	there is another... (person)
tıw kót	to him		

2) Procedural Conjunctions and Adverbs

haəy	and, then	kraoy móoʔ	later
ruoc haəy	after that, then	daɛl	which, who
taɛ	but	viñ	again, back
haəy nıŋ	and (in a series)	tiet	more, other

Aside from the new vocabulary, of course, there are many purely grammatical changes made in the narrative style. For example, note the use of aoy in sentences 1, 3, 4, 6, 7, 9, 10, etc. The common feature of these sentences is that they correspond to commands or requests in direct discourse; the meaning of this /aoy/ is 'to have someone do something' (note its other use in direct commands--e.g. /thaa aoy khlaŋ/ 'Say it loud.'). Another grammatical aspect of the narrative style is the occurrence of doubled adjectives: /yiit-yiit/ 'slowly.' This doubling process is characteristic of adjectives in statements, provided they are not the main element of the predicate, and provided they are not themselves modified.

3) Examples of Doubled Adjectives

ñóp	to be fast	ñóp-ñóp	rapidly	ñóp nah	very fast
yiit	to be slow	yiit-yiit	slowly	yiit ntɛc	a little slower
khlaŋ	to be loud, strong	khlaŋ-khlaŋ	loudly	khlaŋ ləmóom	loud enough
tɛc	to be small, few	tɛc-tɛc	softly	tɛc nah	very softly

EXERCISE

(Repeat the Basic Dialogues of Units 1-4)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not read) the same information in narrative style. Example (Unit 1.1.):

Teacher: soum bət siew-phiw.

Student: kruu bɔŋrien aoy koun səh téŋ-ɔh khnia bət siew-phiw.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

PROGRESSIVE SUBSTITUTION DRILLS

Drill A

1.	khlia nih, look téŋ-ɔh khnia yúl tee?	Do you all understand this sentence?
2.	khlia nih, look téŋ-ɔh khnia sdap lii tee?	Did you all hear this sentence?
3.	khlia nih, néʔ kruu sdap lii tee?	Did the teacher (F) hear this sentence?
4.	sɔmnuo khñom, néʔ kruu sdap lii tee?	Did the teacher (F) hear my question?
5.	sɔmnuo khñom, néʔ kruu sdap baan tee?	Did the teacher (F) understand my question?
6.	sɔmnuo khñom, look srɛy sdap baan tee?	Did you (F) understand my question?

7.	bɔntót tii-pii, look srɛy sdap baan tee?	Dıd you (F) understand lıne two?
8.	bɔntót tii-pii, look srɛy róoʔ kheeñ tee?	Have you (F) found lıne two?
9.	bɔntót tii-pii, look téŋ-ɔh khnia róoʔ kheeñ tee?	Have you all found lıne two?
10.	khlia nih, look téŋ-ɔh khnia róoʔ kheeñ tee?	Have you all found thıs sentence?
11.	khlia nih, look téŋ-ɔh khnia yúl tee?	Do you all understand thıs sentence?

Drıll B

1.	piaʔ kraoy kee bɔŋ-ɔh kıı 'rien'.	The last word of all ıs 'learn'.
2.	piaʔ kraoy piaʔ nıŋ kıı 'rien'.	The word after that ıs 'learn'.
3.	piaʔ kraoy piaʔ nıŋ meel thaa mɛc?	The word after that reads how?
4.	piaʔ mun piaʔ nıŋ meel thaa mɛc?	The word before that reads how?
5.	piaʔ mun piaʔ nıŋ meel thaa 'sruol'.	The word before that reads 'easy'.
6.	piaʔ mun piaʔ nıŋ kıı 'sruol'.	The word before that ıs 'easy'.
7.	piaʔ mun kee bɔŋ-ɔh kıı 'sruol'.	The fırst word of all ıs 'easy'.
8.	piaʔ mun kee bɔŋ-ɔh kıı 'khmaɛ'.	The fırst word of all ıs 'Khmer'.
9.	piaʔ mun kee bɔŋ-ɔh kıı piaʔ ɛy?	The fırst word of all ıs what word?
10.	piaʔ kraoy kee bɔŋ-ɔh kıı piaʔ ɛy?	The last word of all ıs what word?
11.	piaʔ kraoy kee bɔŋ-ɔh kıı piaʔ 'rien'.	The last word of all ıs 'learn'.

Drıll C

1.	look kruu cɔŋ aoy khñom thaa khlia naa?	Whıch sentence do you want me to say (teacher)?
2.	look kruu cɔŋ aoy khñom meel khlia naa?	Whıch sentence do you want me to read?
3.	look kruu cɔŋ aoy koun seh meel khlia naa?	Whıch sentence do you want the students to read?
4.	look kruu cɔŋ aoy koun seh meel siew-phıw naa?	Whıch book do you want the students to read?

5. look kruu prap aoy koun səh məəl siew-phıw naa?	Whıch book dıd you tell the students to read?
6. look kruu prap aoy koun səh baək siew-phıw naa?	Whıch book dıd you tell the students to open?
7. look kruu prap aoy koun səh baək tumpóə naa?	Whıch page dıd you tell the students to open to?
8. look kruu cɔŋ aoy koun səh baək tumpóə naa?	Whıch page do you want the students to open to?
9. look kruu cɔŋ aoy koun səh rɔ́ɔʔ tumpóə naa?	Whıch page do you want the students to look for?
10. look kruu cɔŋ aoy khñom rɔ́ɔʔ tumpóə naa?	Whıch page do you want me to look for?
11. look kruu cɔŋ aoy khñom rɔ́ɔʔ khliə naa?	Whıch sentence do you want me to look for?
12. look kruu cɔŋ aoy khñom thaa khliə naa?	Whıch sentence do you want me to say?

TRANSFORMATION DRILLS

Drıll A. Doublıng the Adjectıve

MODEL: Teacher:	khom thaa aoy ñóp ntɛɛ.	Try to say ıt a lıttle faster.
Student:	koun səh nıŋ thaa yııt-yııt.	That student ıs sayıng ıt slowly.

1. khom chləəy aoy ñóp ntɛɛ. koun səh nıŋ chləəy yııt-yııt.	Try to answer a lıttle faster. That student ıs answerıng slowly.
2. khom məəl aoy khlaŋ ntɛɛ. koun səh nıŋ məəl tɛɛ-tɛɛ.	Try to read a lıttle louder. That student ıs readıng softly.
3. khom thaa aoy khlaŋ ntɛɛ. koun səh nıŋ thaa tɛɛ-tɛɛ.	Try to say ıt a lıttle louder. That student ıs sayıng ıt softly.
4. khom suə sɔmnuə aoy pibaaʔ ntɛɛ. koun səh nıŋ suə sɔmnuə sruəl-sruəl.	Try to ask harder questıons. That student ıs askıng easy questıons.

Drill B. Describing Commands

MODEL:	Teacher: soum bət siew-phiw.	Please close the books.
	Student: kruu cɔŋ aoy bət siew-phiw.	The teacher wants the books closed.
1.	soum baək siew-phiw.	Please open the books.
	kruu cɔŋ aoy baək siew-phiw.	The teacher wants the books opened.
2.	soum chlaəy sɔmnuo khñom.	Please answer my question.
	kruu cɔŋ aoy chlaəy sɔmnuo kót.	The teacher wants his question answered.
3.	soum look téŋ-ɔh thaa khlia dɔdaɛl.	All of you please say the same sentence.
	kruu cɔŋ aoy koun səh téŋ-ɔh thaa khlia dɔdaɛl.	The teacher wants all the students to say the same sentence.
4.	néʔ bɔntóp, soum thaa mədɔɔŋ tiet.	Next person, please say it again.
	kruu cɔŋ aoy néʔ bɔntóp thaa mədɔɔŋ tiet.	The teacher wants the next person to say it again.

Drill C. Moving the Object of the Verb

MODEL:	Teacher: khlia nih, look téŋ-ɔh khnia yúl tee?	This sentence, do you all understand?
	Student: look téŋ-ɔh khnia yúl khlia nih tee?	Do you all understand this sentence?
1.	piaʔ nih, néʔ kruu sdap lii tee?	This sentence, can you hear it, teacher (F)?
	néʔ kruu sdap piaʔ nih lii tee?	Can you hear this sentence?
2.	sɔmnuo khñom, look srɛy sdap baan tee?	My question, did you (F) understand it?
	look srɛy sdap sɔmnuo khñom baan tee?	Did you understand my question?
3.	bɔntót tii-pii, look róoʔ kheeñ tee?	Line two, have you found it?
	look róoʔ bɔntót tii-pii kheeñ tee?	Have you found line two?
4.	mee-rien nih, look téŋ-ɔh khnia yúl tee?	This lesson, do you all understand it?
	look téŋ-ɔh khnia yúl mee-rien nih tee?	Do you all understand this lesson?

EQUIVALENCE DRILLS

Drill A. Reversing Negative Commands.

MODEL: Teacher: kom thaa yııt peek.	Don't say it so slowly.
Student: khɔm thaa aoy ñ́op ntɛc.	Try saying it faster.
1. kom chlaəy yııt peek.	Don't answer so slowly.
khɔm chlaəy aoy ñ́op ntɛc.	Try answering faster.
2. kom məəl ñop peek.	Don't read so fast.
khɔm məəl aoy yııt ntɛc.	Try reading slower.
3. kom thaa tɛc peek.	Don't say it so softly.
khɔm thaa aoy khlaŋ ntɛc.	Try saying it louder.
4. kom suo sɔmnuo sruol peek.	Don't ask such easy questions.
khɔm suo sɔmnuo aoy pibaaʔ ntɛc.	Try asking harder questions.

Drill B. Reversing Directions

MODEL: Teacher: piaʔ mun piaʔ 'rien' kıı 'sruol'.	The word before 'learn' is 'easy'.
Student: piaʔ kraoy piaʔ 'sruol' kıı 'rien'.	The word after 'easy' is 'learn'.
1. piaʔ mun piaʔ 'sruol' kıı 'khmaɛ'.	The word before 'easy' is 'Khmer'.
piaʔ kraoy piaʔ 'khmaɛ' kıı 'sruol'.	The word after 'Khmer' is 'easy'.
2. piaʔ kraoy piaʔ 'sdap' kıı 'lıı'.	The word after 'listen' is 'hear'.
piaʔ mun piaʔ 'lıı' kıı 'sdap'.	The word before 'hear' is 'listen'.
3. tumpóa mun tumpóa tii-bɛy kıı tumpóa tii-pii.	The page before 3 is 2.
tumpóa kraoy tumpóa tii-pii kıı tumpóa tii-bɛy.	The page after 2 is 3.
4. mee-rien kraoy mee-rien tii-buon kıı mee-rien tii-pram.	The lesson after 4 is 5.
mee-rien mun mee-rien tii-pram kıı mee-rien tii-buon.	The lesson before 5 is 4.

Drill C. Reversing Positive Commands

MODEL.	**Teacher**: soum bət siew-phiw. (baək)	Please close the books. (open)
	Student: kom baək siew-phiw.	Don't open the books.
1.	soum baək siew-phiw. (bət) kom bət siew-phiw.	Please open the books. (close) Don't close the books.
2.	soum thaa taam próom khnia. (mənéʔ mədɔɔŋ) kom thaa taam mənéʔ mədɔɔŋ.	Please repeat all together (one at a time) Don't repeat one at a time.
3.	soum sdap sɔmnuo khñom. (chlaəy) kom chlaəy sɔmnuo khñom.	Please listen to my question. (answer) Don't answer my question.
4.	soum məəl bɔntót kraoy. (dɔdaɛl) kom məəl bɔntót dɔdaɛl.	Please look at the next line. (the same line) Don't look at the same line.

UNIT 6

BASIC DIALOGUE

	Teacher	
1.	ɛyləw soum bət siew-phıw medɔɔŋ tiet.	Now please close your books again.
	Students	
2.	bət haəy, look kruu.	They are closed, Teacher.
	Teacher	
3.	medɔɔŋ nih, thaa cia ɔŋglee: khmaɛ sruol rien.	This time, say in English: 'Khmer is easy to learn.'
	First Student	
4.	khmaɛ sruol rien.	(Repeats the Cambodian sentence)
	Teacher	
5.	tee, khoh tee.	No, that's wrong.
6.	khñom cɔŋ aoy look praɛ. look yúl tee?	I want you to translate-- do you understand?
	First Student	
7.	baat, khñom yúl haəy.	Yes, I understand.
	Teacher	
8.	eñceŋ! thaa cia ɔŋglee.	Well, then! Say it in English.
	First Student	
9.	Khmer is easy to learn.	(Says the sentence in English)
	Teacher	
10.	baan. né? bɔntóp, thaa cia ɔŋglee: khmaɛ sruol rien tee?	Okay. Next person, say in English: 'Is Khmer easy to learn?'
	Second Student	
11.	Khmer is easy to learn.	(Says in English) 'Khmer is easy to learn.'
	Teacher	
12.	te , khoh tee. soum sdap: khmaɛ sruol rien tee?	No, that's wrong. Please listen: 'Is Khmer easy to learn?'

Second Student

13. Is Khmer easy to learn?	(Says the correct sentence in English)

Teacher

14. trəw haəy.	That's correct.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	kruu bɔŋrien
1. ɛyləw soum bət siew-phıw mədɔɔŋ tiet.	2. bət haəy, look kruu.
3. mədɔɔŋ nih, thaa cia ɔŋglee: khmaɛ sruol rien.	4. khmaɛ sruol rien.
5. tee, khoh tee.	
6. khñom cɔŋ aoy look praɛ. look yúl tee?	7. baat, khñom yúl haəy.
8. əñcəŋ! thaa cia ɔŋglee.	9. Khmer is easy to learn.
10. baan. néʔ bɔntóp, thaa cia ɔŋglee: khmaɛ sruol rien tee?	11. Khmer is easy to learn.
12. tee, khoh tee. soum sdap: khmaɛ sruol rien tee?	13. Is Khmer easy to learn?
14. trəw haəy.	

NOTE: Positive Statements; the Particle /haəy/

In Unit Four, we took up the matter of questions and answers in Cambodian, and saw that there were basically three types of question. Review especially the second part of the note (2) that deals with yes-no questions.

Positive responses to yes-no questions, and one kind of positive response to commands, often end with the particle /haəy/ or one of its variants. Thus /haəy/ functions in positive statements much in the same way as /tee/ functions in negative statements, but there is a big difference: /tee/ is mandatory at the end of all negated predicates of main clauses, but /haəy/ is not mandatory at the end of positive predicates except in a few specialized cases (e.g. /trəw haəy/ 'That's correct.') Aside from these automatic uses, /haəy/, which means something like 'already', indicates that the timing of the statement is relevant; it marks a positive answer as reflecting either a changed situation, or one which is different from that assumed by the other speaker. Examples:

1) Responses to Yes-no Questions

look yúl tee?	Do you understand?
baat, yúl haəy.	Yes, (now) I do.
look khəəñ tee?	Do you see it?
baat, khəəñ haəy.	Yes, (now) I do.

2) Responses to Commands

soum baək siew-phıw.		Open your books.
baək haəy.		They are open. (your assumption wrong)
	or	They're open (now). (we just opened them)

3) Automatic Situations

trew haəy.	That's correct.

RESPONSE DRILLS

Drill A.

MODEL:	Teacher:	soum bət siew-phıw.	Please close your books.
	Student:	bət haəy, look kruu.	They are closed, teacher.
1.		soum baək siew-phıw mədɔɔŋ tiet.	Please open your books once more.
		baək haəy, look kruu.	They are open, teacher.
2.		khɔm sdap khlia nıŋ aoy yúl.	Try to understand the sentence.
		yúl haəy, look kruu.	We do understand, teacher.
3.		soum sdap sɔmnuo.	Listen to the question.
		sdap haəy, look kruu.	I am listening, teacher.
4.		soum róoʔ tumpóa tii-pram.	Look for page five.
		róoʔ haəy, look kruu.	We are looking for it, teacher.

Drill B.

MODEL:	Teacher:	siew-phıw look bət tee?	Is your book closed?
	Student:	baat, bət haəy.	Yes, it is.
1.		siew-phıw look baək tee?	Is your book open?
		baat, baək haəy.	Yes, it is.
2.		look yúl khlia nih tee?	Do you understand the sentence?
		baat, yúl haəy.	Yes, I do.
3.		look lıı sɔmnuo nih tee?	Did you hear the question?
		baat, lıı haəy.	Yes, I did.
4.		look róoʔ tumpóa tii-pram khəəñ tee?	Did you find page five?
		baat, khəəñ haəy.	Yes, I did.

SUBSTITUTION DRILLS

Drill A.

1.	khñom cɔŋ aoy look praɛ.	I want you to translate.
2.	khñom cɔŋ aoy look thaa cia ɔŋglee.	I want you to say it in English.
3.	khñom cɔŋ aoy look thaa cia khmaɛ.	I want you to say it in Khmer.
4.	khñom cɔŋ aoy look chlaəy sɔmnuo khñom.	I want you to answer my question.
5.	khñom cɔŋ aoy look sdap sɔmnuo khñom.	I want you to listen to my question.
6.	khñom cɔŋ aoy look bət siew-phɨw.	I want you to close your book.
7.	khñom cɔŋ aoy look baək siew-phɨw.	I want you to open your book.
8.	khñom cɔŋ aoy look thaa taam khñom.	I want you to repeat after me.
9.	khñom cɔŋ aoy look praɛ.	I want you to translate.

Drill B.

1.	khñom cɔŋ aoy look praɛ.	I want you to translate.
2.	khñom cɔŋ aoy look téŋ-ɔh khnia praɛ.	I want all of you to translate.
3.	khñom cɔŋ aoy néʔ bɔntóp praɛ.	I want the next person to translate.
4.	look kruu cɔŋ aoy néʔ bɔntóp praɛ.	The teacher wants the next person to translate.
5.	look kruu cɔŋ aoy look téŋ-ɔh khnia praɛ.	The teacher wants all of you to translate.
6.	look kruu cɔŋ aoy look srɛy téŋ-ɔh khnia praɛ.	The teacher wants all of you (f) to translate.
7.	look kruu cɔŋ aoy look srɛy praɛ.	The teacher wants you (f) to translate.
8.	look kruu cɔŋ aoy look praɛ.	The teacher wants you (m) to translate.
9.	néʔ kruu cɔŋ aoy look praɛ.	The teacher (f) wants you to translate.
10.	khñom cɔŋ aoy look praɛ.	I want you to translate.

Drill C.

1.	khmaɛ sruol rien.	Khmer is easy to learn.
2.	ɔŋglee sruol rien.	English is easy to learn.
3.	mee-rien nih sruol rien.	This lesson is easy to learn.
4.	mee-rien nih ŋiey yúl.	This lesson is easy to understand.
5.	sɔmnuo nih ŋiey yúl.	This question is easy to understand.
6.	sɔmnuo nih ŋiey chlaəy.	This question is easy to answer.
7.	sɔmnuo nih ŋiey praɛ.	This question is easy to translate.
8.	khlia nih ŋiey praɛ.	This sentence is easy to translate.
9.	khlia nih sruol rien.	This sentence is easy to learn.
10.	khmaɛ sruol rien.	Khmer is easy to learn.

Drill D.

1.	khmaɛ sruol rien tee?	Is Khmer easy to learn?
2.	khmaɛ pibaaʔ rien tee?	Is Khmer difficult to learn?
3.	ɔŋglee pibaaʔ rien tee?	Is English difficult to learn?
4.	mee-rien nih pibaaʔ rien tee?	Is this lesson difficult to learn?
5.	mee-rien nih pibaaʔ yúl tee?	Is this lesson difficult to understand?
6.	mee-rien nih sruol yúl tee?	Is this lesson easy to understand?
7.	mee-rien nih sruol praɛ tee?	Is this lesson easy to translate?
8.	mee-rien nih sruol rien tee?	Is this lesson easy to learn?
9.	ɔŋglee sruol rien tee?	Is English easy to learn?
10.	khmaɛ sruol rien tee?	Is Khmer easy to learn?

MONITORING DRILL

Instructions: There are two voices on the tape. The first voice gives an instruction, and the second voice responds to it, either correctly or incorrectly. If the response of the second voice is a correct one, the student says trəw haəy. If the response is incorrect, the student says khoh tee and then supplies the correct response.

	First Voice	Second Voice	Student
1.	soum thaa taam khñom: khmaɛ sruol rien.	khmaɛ sruol rien.	trəw haəy.
2.	soum thaa cia ɔŋglee: khmaɛ sruol rien.	khmer is difficult to learn.	khoh tee. khmer is easy to learn.
3.	soum thaa cia khmaɛ: English is easy to learn.	ɔŋglee sruol rien.	trəw haəy.
4.	soum look praɛ: ɔŋglee sruol rien.	English is easy to learn.	trəw haəy.
5.	soum chlaəy somnuo khñom: khmaɛ sruol rien tee?	khmaɛ sruol rien tee?	khoh tee. baat, khmaɛ sruol rien.
6.	soum thaa taam khñom: ɔŋglee pibaaʔ rien tee?	baat, ɔŋglee pibaaʔ rien.	khoh tee. ɔŋglee pibaaʔ rien tee?
7.	soum thaa cia ɔŋglee: ɔŋglee pibaaʔ rien tee?	Is English hard to learn?	trəw haəy.
8.	chlaəy baat. ɔŋglee pibaaʔ rien tee?	baat, ɔŋglee pibaaʔ rien.	trəw haəy.
9.	soum thaa taam khñom: tee, ɔŋglee sruol rien tee.	tee, ɔŋglee sruol rien tee.	trəw haəy.
10.	soum look praɛ: tee, ɔŋglee sruol rien tee.	No, English is not easy to learn.	khoh tee. English is easy to learn.

UNIT 7

BASIC DIALOGUE

	Teacher	
1.	ɛyləw chlaəy sɔmnuo khñom.	Now answer my question.
	First Student	
2.	sɔmnuo ɛyʔ	What question?
	Teacher	
3.	sɔmnuo daɛl khñom nɪŋ suo ɛyləw. soum sdap: khmaɛ sruol rien teeʔ	The question that I'm going to ask now. Listen: 'Is Khmer easy to learn?'
	Second Student	
4.	baat, sruol.	Yes, it's easy.
	Teacher	
5.	thaa khlia téŋ-ɔh.	Say the whole sentence.
	Second Student	
6.	khmaɛ sruol rien.	Khmer is easy to learn.
	Teacher	
7.	néʔ bɔntóp, soum chlaəy khñom: khmaɛ pibaaʔ rien teeʔ	Next person, please answer me: Is Khmer hard to learn?
	Third Student	
8.	tee, mɪn pibaaʔ tee.	No, it's not hard.
	Teacher	
9.	lʔɔɔ. ɛyləw suo khñom viñ, khlia dɔdaɛl.	Good. Now ask me back, the same question.
	Third Student	
10.	khmaɛ pibaaʔ rien teeʔ	Is Khmer hard to learn?
	Teacher	
11.	tee, sruol tee.	No, it's easy.
12.	néʔ bɔntóp, suo khñom tae ɔŋglee sruol rien teeʔ	Next person, ask me if English is easy to learn.

Fourth Student

13. ɔŋglee sruol rien tee?	Is English easy to learn?

Teacher

14. baat, sruol.	Yes, it's easy.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bɔŋrien	koun sɨh
1. ɛylew chlaəy sɔmnuo khñom.	2. sɔmnuo ɛy?
3. sɔmnuo daɛl khñom nɨŋ suo ɛylew. soum sdap: khmaɛ sruol rien tee?	4. baat, sruol.
5. thaa khlia téŋ-ɔh.	6. khmaɛ sruol rien.
7. néʔ bɔntóp, soum chlaəy khñom: khmaɛ pibaaʔ rien tee?	8. tee, mɨn pibaaʔ tee.
9. lʔɔɔ. ɛylew suo khñom viñ, khlia dodaɛl.	10. khmaɛ pibaaʔ rien tee?
11. tee, sruol tee.	
12. néʔ bɔntóp, suo khñom tae ɔŋglee sruol rien tee?	13. ɔŋglee sruol rien tee?
14. baat, sruol.	

Variation One:

1. ɛylew chlaəy sɔmnuo khñom.	2. sɔmnuo ɛy?
2. sɔmnuo dodaɛl. taɛ medɔɔŋ nih chlaəy 'tee'. khmaɛ sruol rien tee?	4. tee, mɨn sruol tee.
5. thaa khlia téŋ-ɔh.	6. khmaɛ mɨn sruol rien tee.
7. néʔ bɔntóp, soum chlaəy 'baat'. khmaɛ pibaaʔ rien tee?	8. baat, pibaaʔ rien. khmaɛ pibaaʔ rien.
9. lʔɔɔ. ɛylew suo khñom viñ, khlia dodaɛl.	10. khmaɛ pibaaʔ rien tee?
11. tee, sruol tee.	
12. néʔ bɔntóp, suo khñom tae ɔŋglee pibaaʔ rien tee?	13. ɔŋglee pibaaʔ rien tee?
14. baat, pibaaʔ rien.	

Variation Two:

1. ɛylew soum look praɛ khlia nih.
2. khlia naa?
3. khlia daɛl khñom niŋ thaa ɛylew. soum adap: oŋglee sruol rien tee?
4. Is English easy to learn?
5. ɛylew thaa cia khmaɛ.
6. oŋglee sruol rien tee?
7. néʔ bontóp, soum chlaəy khñom: oŋglee sruol rien tee?
8. baat, sruol. oŋglee sruol rien.
9. lʔoo. ɛylew suo khñom viñ, somnuo dodaɛl.
10. oŋglee sruol rien tee?
11. tee, pibaaʔ rien nah!
12. néʔ bontóp, suo khñom thaa tae oŋglee pibaaʔ rien tee?
13. oŋglee pibaaʔ rien tee?
14. baat, pibaaʔ rien nah.

NOTE: Negative Statements; The Particle /tee/

In Unit Six, we saw how the final particle /haey/ functions in positive statements, and it was pointed out that /tee/ has a very similar function in negative statements. The rule for /tee/ could be stated as follows: if the predicate of a main clause is negated with /min/ or any of its derivatives, /tee/ will occur at the end of that clause; it is nearly mandatory in this context.

There is another use of the final particle /tee/ which is very close to the use of /haey/ (and in rapid pronunciations of these unstressed items, the two are sometimes phonetically indistinguishable). This use is in emphatic positive statements, where /tee/ means something like 'on the contrary'. It has the effect of emphasizing the head word of the predicate, but is nearly automatic after predicates with a strongly 'negative' connotation, such as /khoh/ 'wrong'.

Examples of final particle /tee/:

1) After negated main clauses:

khñom róoʔ khlia niŋ min kheeñ tee.	I can't find that sentence.
khmaɛ min pibaaʔ rien tee.	Khmer is not difficult to learn.

2) In emphatic positive statements:

khmaɛ sruol rien tee.	Khmer is easy to learn.
siəw-phɨw look lɨəŋ tee.	Your book is yellow.

3) Automatic situations:

khoh tee.	That's wrong.

Note, however, that there are two important contexts where /tee/ does not occur after negated predicates. The first is in negative commands; where the negative word is /kom/, the final particle /tee/ never occurs in the same clause. The second is in subordinate clauses; when the clause is introduced by some such conjunction as /daɛl/ 'which, who', the negated predicate is not followed by /tee/ (as it would be if the clause were independent). Examples:

4) Negative commands:

kom baək siew-phɨw.	Don't open the book.
kom thaa ñóp peek.	Don't say it so fast.

5) Subordinate clauses:

	khlia daɛl khñom mɨn yúl.	The sentence that I didn't understand.
but	khñom mɨn yúl khlia nɨŋ tee.	I don't understand the sentence.

TRANSFORMATION DRILLS

Drill A. Yes-No Questions From Statements

MODEL:	Teacher:	khmaɛ sruol rien.	Khmer is easy to learn.
	Student:	khmaɛ sruol rien tee?	Is Khmer easy to learn?

1.	ɑŋglee pibaaʔ rien.	English is difficult to learn.
	ɑŋglee pibaaʔ rien tee?	Is English difficult to learn?
2.	mee-rien nih sruol yúl.	This lesson is easy to understand.
	mee-rien nih sruol yúl tee?	Is this lesson easy to understand?
3.	sɑmnuo look kruu pibaaʔ chlaəy.	The teacher's questions are hard to answer.
	sɑmnuo look kruu pibaaʔ chlaəy tee?	Are the teacher's questions hard to answer?
4.	koun səh thaa taam khlaŋ ləmɔ́ɔm.	The students repeat loud enough.
	koun səh thaa taam khlaŋ ləmɔ́ɔm tee?	Do the students repeat loud enough?
5.	khñom praɛ ñóp ləmɔ́ɔm.	I translate fast enough.
	khñom praɛ ñóp ləmɔ́ɔn tee?	Do I translate fast enough?
6.	piaʔ nɨŋ sruol thaa cia ɑŋglee.	That word is easy to say in English.
	piaʔ nɨŋ sruol thaa cia ɑŋglee tee?	Is that word easy to say in English?

Drill B. Emphatic Positive Statements From Negative Statements

MODEL:	Teacher: khmaɛ mɨn sruol rien tee.	Khmer is not easy to learn.
	Student: khmaɛ pibaaʔ rien tee.	Khmer is difficult to learn.
1.	ɔŋglee mɨn pibaaʔ rien tee.	English is not hard to learn.
	ɔŋglee sruol rien tee.	English is easy to learn.
2.	mee-rien nih mɨn sruol yúl tee.	This lesson is not easy to get.
	mee-rien nih pibaaʔ yúl tee.	This lesson is hard to get.
3.	sommuo look kruu mɨn pibaaʔ chlaey tee.	The teacher's questions are not hard to answer.
	sommuo look kruu sruol chlaey tee.	The teacher's questions are easy to answer.
4.	koun sɑh thaa taam mɨn khlaŋ tee.	The students don't repeat loudly.
	koun sɑh thaa taam tɛc-tɛc tee.	The students repeat softly.
5.	khñom praɛ khlia nɨŋ mɨn ñŏp tee.	I don't translate the sentence fast
	khñom praɛ khlia nɨŋ yɨɨt-yɨɨt tee.	I translate the sentence slowly.
6.	pieʔ nɨŋ mɨn ŋiey praɛ tee.	That word isn't easy to translate.
	pieʔ nɨŋ pibaa praɛ tee.	That word is hard to translate.

Drill C. Making Relative Clauses with /daɛl/

MODEL:	Teacher: khñom nɨŋ suo sommuo. cam sdap.	I'm going to ask a question. Please listen.
	Student: cam sdap sommuo daɛl khñom nɨŋ suo.	Please listen to the question I'm going to ask.
1.	look kruu nɨŋ suo sommuo. cam chlaey.	The teacher's going to ask a question. Please answer it.
	cam chlaey sommuo daɛl look kruu nɨŋ suo.	Please answer the question the teacher asks.
2.	khñom nɨŋ meel khlia nih. look cam praɛ.	I'm going to read this sentence. Please translate it.
	cam praɛ khlia daɛl khñom nɨŋ meel.	Please translate the sentence I'm going to read.
3.	khñom nɨŋ meel bontŏat tii-pii cia ɔŋglee. cam praɛ cia khmaɛ.	I'm going to read line two in English. Please say it in Khmer.
	cam praɛ cia khmaɛ bontŏat tii-pii daɛl khñom nɨŋ meel cia ɔŋglee.	Please say in Khmer line two, which I'm going to read in English.

4.	koun səh suo sɔmnuo. look kruu khɔm chlaəy.	The students ask questions. The teacher tries to answer them.
	look kruu khɔm chlaəy sɔmnuo daɛl koun səh suo.	The teacher tries to answer the questions that the students ask.

Drill D. Negative Clauses with /daɛl/

MODEL: Teacher:	look kruu suo sɔmnuo muoy. koun səh sdap mɨn baan tee.	The teacher asks a question. The students don't understand it.
Student:	look kruu suo sɔmnuo daɛl koun səh sdap mɨn baan.	The teacher asks a question that the students don't understand.

1.	look kruu suo sɔmnuo muoy. khñom chlaəy mɨn baan tee.	The teacher asks a question. I can't answer it.
	look kruu suo sɔmnuo daɛl khñom chlaəy mɨn baan.	The teacher asks a question that I can't answer.
2.	khñom meəl khlia muoy. look kruu sdap mɨn baan tee.	I read a sentence. The teacher didn't understand it.
	khñom meəl khlia daɛl look kruu sdap mɨn baan.	I read a sentence that the teacher didn't understand.
3.	koun səh meəl piəʔ muoy. khñom róoʔ mɨn kheeñ tee.	The student is reading a word. I can't find it.
	koun səh meəl piəʔ muoy daɛl khñom róoʔ mɨn kheeñ.	The student is reading a word that I can't find.
4.	look kruu meəl khlia muoy. khñom sdap mɨn lɨɨ tee.	The teacher is reading a sentence. I can't hear it.
	look kruu meəl khlia muoy daɛl khñom sdap mɨn lɨɨ.	The teacher is reading a sentence that I can't hear.

RESPONSE DRILL

(Respond as Directed)

1. soum baek siew-phɨw. (baek haey)	Open book. (It's open.)
2. soum sdap khlia nih, kom thaa taam khñom: oŋglee pibaaʔ rien.	Please listen to this sentence; don't repeat after me: 'English is hard to learn.'
----------------------------	(Silence)
3. medooŋ nih, thaa taam khñom: oŋglee pibaaʔ rien.	This time, repeat after me: 'English is hard to learn.'
oŋglee pibaaʔ rien.	English is hard to learn.
4. ɛylew khñom cɑŋ aoy look praɛ. look yúl tee. baat, yúl haey.	Now I want you to translate. Do you understand? Yes, I understand.
5. eñceŋ. thaa cia oŋglee: oŋglee pibaaʔ rien. English is hard to learn.	Well, then. Say in English: 'English is hard to learn.' (Says it in English)
6. kom chlaey somnuo daɛl khñom nɨŋ suo ɛylew. oŋglee pibaaʔ rien tee? ------------------------------	Don't answer the question that I am going to ask now. Is English hard to learn? (Silence)
7. ɛylew chlaey 'baat', oŋglee pibaaʔ rien tee? baat, oŋglee pibaaʔ rien.	Now answer yes to the question: Is English hard to learn? Yes, it's hard to learn.
8. ɛylew chlaey 'tee, sruol', somnuo dodaɛl. tee, sruol tee.	Now answer 'No, easy' to the same question. No, it's easy.
9. thaa khlia téŋ-ah. oŋglee sruol rien.	Say the whole sentence. English is easy to learn.
10. ɛylew suo khñom viñ: oŋglee sruol rien tee? oŋglee sruol rien tee?	Now ask me back: 'Is English easy to learn?' Is English easy to learn?
11. tee, pibaaʔ tee. soum look praɛ. No, it's hard.	No, it's hard. Please translate. (Gives English) No, it's hard.
12. ɛylew, soum bet siew-phɨw viñ. (bet haey)	Now close your book again. (It's closed)

UNIT 8

BASIC DIALOGUE

	Teacher	
1.	piaʔ 'rien' ɔŋglee thaa mɛc?	What's the English word for 'rien'?
	First Student	
2.	ɔŋglee thaa 'learn'.	The English is 'learn'.
	Teacher	
3.	'difficult' khmae thaa mɛc?	How do you say 'difficult' in Khmer?
	Second Student	
4.	kee thaa 'pibaaʔ'.	They say 'pibaaʔ'.
	Teacher	
5.	piaʔ 'sruol' mian ney thaa mɛc?	What does the word 'sruol' mean?
	Third Student	
6.	mian ney thaa 'ŋee'.	It means 'easy'. (Mispronounces the word /ŋiey/)
	Teacher	
7.	khoh tee.	That's wrong!
8.	soum thaa medɔɔŋ tiet: ŋiey.	Please say it again: 'easy'.
	Third Student	
9.	ŋiey.	'Easy'. (Says it correctly)
	Teacher	
10.	trew haey. nə̊ʔ bontɔ̊p: ŋiey.	That's correct. Next person: 'easy'.
	Fourth Student	
11.	niey.	'Easy'. (Mispronounces the word)
	Teacher	
12.	kom pree aʔsɔɔ nɔ̊ɔ. pree aʔsɔɔ ŋɔ̊ɔ viñ. thaa 'ŋiey'.	Don't use the consonant n. Use ŋ instead. Say /ŋiey/.
	Fourth Student	
13.	ŋiey. yii, khmae pibaaʔ rien mɛn.	'Easy'. (Says it correctly) Gee, Khmer is certainly hard to learn.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. piaʔ 'rien' ɔŋglee thaa mɛc?	2. ɔŋglee thaa 'learn'.
3. 'difficult' khmaɛ thaa mɛc?	4. kee thaa 'pibaaʔ'.
5. piaʔ 'sruol' mıan ney thaa mɛc?	6. mıan ney thaa 'ŋee'.
7. khoh tee.	
8. soum thaa medɔɔŋ tiet: ŋiey.	9. ŋiey.
10. trew haey. néʔ bontóp: ŋiey.	11. niey.
12. kom prae aʔsɔɔ nóo.	
prae aʔsɔɔ ŋóo viñ. thaa 'ŋiey'.	13. ŋiey.

NOTE: Positive Commands; the Particle /viñ/

In the last two units we have seen the relationship between the final particles /haey/ and /tee/, especially in connection with positive and negative statements. There is a third member of this set of particles, the item /viñ/ 'back, instead', which is the only member of the set which occurs in commands (usually in positive commands, but occasionally also in negative ones). The meaning of /viñ/ is sometimes very close to that of /tee/ 'on the contrary', which never occurs in commands of any kind. Compare the following examples:

sruol tee.	It's easy.
ɛylew suo khñom viñ.	Now ask me (back, instead).
kom prae sraʔ nıŋ, prae sraʔ nih viñ.	Don't use that vowel; use this one (instead).

Alongside the single item /kom/ 'don't' which introduces negative commands, note the following items, all of which occur at the beginning of positive commands:

soum	'Please'
cam	'Wait and...'
khom	'Try and...'

Note also that positive commands in Cambodian, as in English, are often made up of a single verb or verb plus predicate (the absence of a subject, however, is not sufficient evidence to determine that a given utterance is a command; much depends on the context). The following are all positive commands:

thaa taam khñom.	Say it after me.
thaa taam khñom viñ.	Say it after me.
soum thaa taam khñom.	Please say it after me.
cam thaa taam khñom.	Wait and say it after me.
khom thaa taam khñom.	Try and say it after me.

SUBSTITUTION DRILLS

Drill A.

1.	piaˀ nɪŋ, khmaɛ thaa mɛc?	How do you say that word in Khmer?
2.	piaˀ nɪŋ, ɔŋglee thaa mɛc?	How do you say that word in English?
3.	piaˀ nɪŋ mian ney thaa mɛc?	What does that word mean?
4.	piaˀ nɪŋ look yúl tee?	Do you understand that word?
5.	piaˀ nɪŋ look róoˀ kheeñ tee?	Have you found that word?
6.	piaˀ nɪŋ look sdap baan tee?	Did you hear that word?
7.	piaˀ nɪŋ, khmaɛ thaa mɛc?	How do you say that word in Khmer?

Drill B.

1.	piaˀ nɪŋ, khmaɛ thaa mɛc?	How do you say that word in Khmer?
2.	piaˀ 'difficult', khmaɛ thaa mɛc?	How do you say 'difficult' in Khmer?
3.	piaˀ mun kee bɔŋ-ɔh, khmaɛ thaa mɛc?	How do you say the very first word in Khmer?
4.	piaˀ kraoy kee bɔŋ-ɔh, khmaɛ thaa mɛc?	How do you say the very last word in Khmer?
5.	piaˀ mun nɪŋ, khmaɛ thaa mɛc?	How do you say the word before that in Khmer?
6.	piaˀ kraoy nɪŋ, khmaɛ thaa mɛc?	How do you say the word after that in Khmer?
7.	piaˀ nɪŋ, khmaɛ thaa mɛc?	How do you say that word in Khmer?

Drill C.

1.	sraˀ nɪŋ khoh tee.	That vowel is wrong.
2.	aˀsɔɔ nɪŋ khoh tee.	That consonant is wrong.
3.	piaˀ nɪŋ khoh tee.	That word is wrong.
4.	piaˀ nɪŋ pibaaˀ thaa nah.	That word is very hard to say.
5.	aˀsɔɔ nɪŋ pibaaˀ thaa nah.	That consonant is very hard to say.
6.	sraˀ nɪŋ pibaaˀ thaa nah.	That vowel is very hard to say.
7.	srˀa nɪŋ khoh tee.	That vowel is wrong.

TRANSFORMATION DRILLS

Drill A.

MODEL: Teacher: kom praə aˀsɔɔ nóo. (ŋóo)	Don't use the consonant n. (ng)
Student: praə aˀsɔɔ ŋóo viñ.	Use the consonant ng instead.
1. kom praə sraˀ nıŋ (sraˀ nih)	Don't use that vowel. (this vowel)
praə sraˀ nih viñ.	Use this vowel instead.
2. kom praə aˀsɔɔ nıŋ. (aˀsɔɔ nih)	Don't use that consonant. (this one)
praə aˀsɔɔ nih viñ.	Use this consonant instead.
3. kom praə piaˀ 'ŋiey'. ('sruol')	Don't use the word 'ŋiey'. ('sruol')
praə piaˀ 'sruol' viñ.	Use the word 'sruol' instead.
4. kom məəl tumpóa tii-bɛy. (tii-pii)	Don't read page three. (page two)
məəl tumpóa tii-pii viñ.	Read page two instead.
5. kom baək siew-phıw lıəŋ. (siew-phıw nih)	Don't open the yellow book. (this book)
baək siew-phıw nih viñ.	Open this book instead.
6. kom rien meə-rien bɔntóp. (mee-rien dɔdaɛl)	Don't study the next lesson. (the same one)
rien mee-rien dɔdaɛl viñ.	Study the same lesson instead.
7. kom məəl bɔntót tii-buon. (tii-pram)	Don't read line four. (line five)
məəl bɔntót tii-pram viñ.	Read line five instead.
8. kom sdap koun səh. (kruu bɔŋrien)	Don't listen to the students. (the teacher)
sdap kruu bɔŋrien viñ.	Listen to the teacher instead.

Drill B.

MODEL: Teacher: piaˀ 'rien' ɔŋglee thaa 'learn'.	The English word for 'rien' is 'learn'.
Student: piaˀ 'learn' khmaɛ thaa 'rien'.	The Khmer word for 'learn' is 'rien'.
1. piaˀ 'siew-phıw' ɔŋglee thaa 'book'.	The English word for 'siew-phıw' is 'book'.
piaˀ 'book' khmaɛ thaa 'siew-phıw'.	The Khmer word for 'book' is 'siew-phıw'.
2. piaˀ 'yııt' ɔŋglee thaa 'slow'.	The English word for 'yııt' is 'slow'.
piaˀ 'slow' khmaɛ thaa 'yııt'.	The Khmer word for 'slow' is 'yııt'.

3. 'trəw haəy' ɔŋglee thaa 'That's rıght.'	The Englısh for 'trəw haəy' ıs 'That's rıght.'
'That's rıght' khmaɛ thaa 'trəw haəy.'	The Khmer for 'That's rıght' ıs 'trəw haəy.'
4. 'khoh tee' ɔŋglee thaa 'That's wrong.'	The Englısh for 'khoh tee' ıs 'That's wrong.'
'That's wrong' khmaɛ thaa 'khoh tee.'	The Khmer for 'That's wrong' ıs 'khoh tee.'

Drıll C.

MODEL: Teacher: piaʔ 'sruol' mian ney thaa 'ŋiey.'	The word 'sruol' means 'ŋiey.'
Student: piaʔ 'ŋiey' mian ney thaa 'sruol.'	The word 'ŋiey' means 'sruol.'
1. piaʔ 'lıı' mian ney thaa 'sdap baan.'	The word 'lıı' means 'sdap baan.'
piaʔ 'sdap baan' mian ney thaa 'lıı.'	The word 'sdap baan' means 'lıı.'
2. 'khoh tee' mian ney thaa 'mın'trəw tee.'	'That's wrong' means 'That's not rıght.'
'mın trəw tee' mian ney thaa 'khoh tee.'	'That's not rıght' means 'That's wrong.'
3. 'khñom yúl haəy' mian ney thaa 'khñom sdap baan haəy.'	'I understand now' means 'I've got ıt now.'
'khñom sdap baan haəy' mian ney thaa 'khñom yúl haəy.'	'I've got ıt now' means 'I understand now.'
4. piaʔ 'néʔ kruu' mian ney thaa 'kruu bɔŋrien srɛy.'	The word 'néʔ kruu' means 'lady teacher.'
piaʔ 'kruu bɔŋrien srɛy' mian ney thaa 'néʔ kruu.'	The word 'kruu bɔŋrien srɛy' means 'lady teacher.'

Drıl D.

MODEL: Teacher: cam thaa taam khñom. (khñom thaa)	Waıt and say ıt after me. (I say)
Student: khñom thaa haəy, look thaa.	I say ıt, and then you say ıt.
1. cam meel taam khñom. (khñom meel)	Waıt and read ıt after me. (I read)
khñom meel haəy, look meel.	I read ıt, and then you read ıt.
2. cam chlaəy sɔmnuo khñom. (khñom suo)	Waıt and answer my questıon. (I ask)
khñom suo haəy, look chlaəy.	I ask and then you answer.

3. cam suo khñom viñ. (khñom suo) khñom suo haəy, look suo.	Wait and ask me back. (I ask) I ask, and then you ask.
4. cam praɛ sɔmnuo khñom. (khñom suo) khñom suo haəy, look praɛ.	Wait and translate my questions. (I ask) I ask and then you translate.
5. cam thaa taam look kruu. (look kruu thaa) look kruu thaa haəy, look thaa.	Wait and repeat after the teacher. (The teacher says it) The teacher says it, and then you say it.
6. néʔ bɔntóp, cam thaa taam khñom. (khñom thaa) khñom thaa haəy, néʔ bɔntóp thaa.	Next person, wait and say it after me. (I say it) I say it, and then the next person says it.

RESPONSE DRILL

(Respond as directed)

1. piəʔ 'siew-phɨw' ɔŋglee thaa mɛc? ('book') ɔŋglee thaa 'book.'	What is the English word for 'siew-phɨw'? ('book') The English word is 'book.'
2. piəʔ 'book' khmaɛ thaa mɛc? ('siew-phɨw') kee thaa 'siew-phɨw.'	What is the Khmer for 'book'? (siew-phɨw) They say 'siew-phɨw.'
3. piəʔ 'ŋiey' mian ney thaa mɛc? ('sruol') piəʔ 'ŋiey' mian ney thaa 'sruol.'	What does the word 'ŋiey' mean? ('sruol') The word 'ŋiey' means 'sruol.'
4. piəʔ 'vowel' khmaɛ thaa mɛc? ('sraʔ') kee thaa 'sraʔ.'	What is the Khmer for 'vowel'? ('sraʔ') They say 'sraʔ.'
5. piəʔ 'lii' mian ney thaa mɛc? ('sdap baan') piəʔ 'lii' mian ney thaa 'sdap baan.'	What's the meaning of the word 'lii'? ('sdap baan') The word 'lii' means 'sdap baan.'
6. khnoŋ piəʔ 'ŋiey' kee praɛ aʔsɔɔ ŋɔ́ɔ rɨhʔ (tee, ŋɔ́ɔ) tee, kee praɛ aʔsɔɔ ŋɔ́ɔ tee.	In the word 'ŋiey' is the consonant ŋ used? (no, ŋg) No, they use the letter ŋg.

7. khnoŋ piaʔ 'néʔ' kee prae aʔsɔɔ ɛyʔ (nóo)	In the word 'néʔ' what consonant do they use? (n).
kee prae aʔsɔɔ nóo.	They use the consonant n.
8. kee prae aʔsɔɔ ŋóo khnoŋ piaʔ ɛy? ('ŋiey')	In what word do they use the letter ng? ('ŋiey')
khnoŋ piaʔ 'ŋiey.'	In the word 'ŋiey.'

UNIT 9

BASIC DIALOGUE

	Teacher	
1.	thvəə doucchnɛh hau thaa mɛc? [kruu thvəə bɔŋhaañ]	What do you call this action? [He illustrates a writing motion]
	First Student	
2.	kee hau thaa 'sɔsɛe.'	That's called 'writing.'
	Teacher	
3.	thaa taam khñom téŋ-ɔh khnia: khmaɛ pibaaʔ sɔsɛe.	Everyone repeat after me, all together: Khmer is difficult to write.
	Students	
4.	khmaɛ pibaaʔ sɔsɛe.	Khmer is difficult to write.
	Teacher	
5.	ɛyləw daʔ piaʔ 'sruol' khnɔŋ khlia nih: khmaɛ pibaaʔ sɔsɛe.	Now put the word 'easy' in this sentence: Khmer is difficult to write.
	Second Student	
6.	khmaɛ sruol sɔsɛe.	Khmer is easy to write.
	Teacher	
7.	lʔɔɔ. néʔ bɔntóp, thaa khlia dɔdaɛl.	Good. Next person, say the same sentence.
	Third Student	
8.	khmaɛ sruol sɔsɛe.	Khmer is easy to write.
	Teacher	
9.	ɛyləw daʔ piaʔ 'khmaw-day nih.'	Now put in the words 'this pencil.'
	Third Student	
10.	khmaw-day nih sruol sɔsɛe.	This pencil is easy to write with.
	Teacher	
11.	néʔ bɔntóp, daʔ piaʔ 'pibaaʔ.'	Next person, put in the word 'difficult.'
	Fourth Student	
12.	khmaw-day nih pibaaʔ sɔsɛe.	This pencil is difficult to write with.

Teacher

13. daʔ piaʔ 'khmaɛ.'	Put in the word 'Khmer.'

First Student

14. khmaɛ pibaaʔ sɔsɛe.	Khmer is difficult to write.

Teacher

15. daʔ piaʔ 'rien.'	Put in the word 'learn.'

Second Student

16. khmaɛ pibaaʔ rien.	Khmer is difficult to learn.

Teacher

17. rien khmaɛ min pibaaʔ tee, mɛɛn tee?	Studying Khmer is not hard, is it?

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. thvəə doucchnɛh hau thaa mɛc?	2. kee hau thaa 'sɔsɛe.'
3. thaa taam khñom téŋ-ɔh khnia: khmaɛ pibaaʔ sɔsɛe.	4. khmaɛ pibaaʔ sɔsɛe.
5. ɛyləw daʔ piaʔ 'sruol' khnɔŋ khlia nih: khmaɛ pibaaʔ sɔsɛe.	6. khmaɛ sruol sɔsɛe.
7. lʔɔɔ. néʔ bɔntóp, thaa khlia dɔdaɛl.	8. khmaɛ sruol sɔsɛe.
9. ɛyləw daʔ piaʔ 'khmaw-day nih.'	10. khmaw-day nih sruol sɔsɛe.
11. néʔ bɔntóp, daʔ piaʔ 'pibaaʔ.'	12. khmaw-day nih pibaaʔ sɔsɛe.
13. daʔ piaʔ 'khmaɛ.'	14. khmaɛ pibaaʔ sɔsɛe.
15. daʔ piaʔ 'rien.'	16. khmaɛ pibaaʔ rien.
17. rien khmaɛ min pibaaʔ tee, mɛɛn tee?	

Variation One:

1. thvəə douccnɛh hau thaa mɛc?	2. kee hau thaa 'məəl.'
3. thaa taam khñom téŋ-ɔh khnia: khmaɛ pibaaʔ məəl.	4. khmaɛ pibaaʔ məəl.
5. ɛyləw daʔ piaʔ 'sruol' khoŋ khlia nih: khmaɛ pibaaʔ məəl.	6. khmaɛ sruol məəl.

7. néʔ bɔntóp, daʔ piaʔ 'ɔŋglee.'
8. ɔŋglee sruol məəl.
9. ɛyləw daʔ piaʔ 'sɔsɛe.'
10. ɔŋglee sruol sɔsɛe.
11. daʔ piaʔ 'pibaaʔ' viñ.
12. ɔŋglee pibaaʔ sɔsɛe.
13. néʔ bɔntóp, daʔ piaʔ 'khmaɛ.'
14. khmaɛ pibaaʔ sɔsɛe.
15. ɛyləw daʔ piaʔ 'məəl' viñ.
16. khmaɛ pibaaʔ məəl.
17. lʔɔɔ. mın pibaaʔ tee, mɛɛn tee?

Varıatıon Two:

1. thvəə douccnɛh hau thaa mɛc?
2. kee hau thaa 'sɔsɛe.'
3. thaa taam khñom téŋ-ɔh khnia:
   khmaɛ sruol sɔsɛe.
4. khmaɛ sruol sɔsɛe.
5. ɛyləw daʔ piaʔ 'khmaw-day nih' khnoŋ
   khlia nih: khmaɛ sruol sɔsɛe.
6. khmaw-day nih sruol sɔsɛe.
7. lʔɔɔ. néʔ bɔntóp, daʔ piaʔ 'pibaaʔ'
   khnoŋ khlia dɔdaɛl.
8. khmaw-day nih pibaaʔ sɔsɛe.
9. ɛyləw daʔ piaʔ 'khmaw-day lıəŋ.'
10. khmaw-day lıəŋ pibaaʔ sɔsɛe.
11. daʔ piaʔ 'khñom.'
12. khmaw-day khñom pibaaʔ sɔsɛe.
13. ɛyləw daʔ piaʔ 'sruol' viñ.
14. khmaw-day khñom sruol sɔsɛe.
15. daʔ piaʔ 'khmaɛ.'
16. khmaɛ sruol sɔsɛe.
17. sruol nah, əñcəŋ, mɛɛn tee?

NOTE: Negatıve Questıons: /rıh/ and /nah/

1) /mɛɛn tee?/

If the sentence to be querıed has a negated predıcate (mın P) one of the ways to form a yes-no questıon ıs to add the formula /mɛɛn tee?/, wıth the stress on /mɛɛn/, after a short pause. The same formula, /mɛɛn tee?/, of course, also occurs after posıtıve predıcates ın confırmatıon questıons. It means sımply 'ıs that so?' Examples:

mın pibaaʔ tee, mɛɛn tee?	That's not hard, ıs ıt?
look mın yúl tee, mɛɛn tee?	You don't understand, do you?
khmaɛ sruol rien, mɛɛn tee?	Cambodıan ıs easy to learn, ısn't ıt?
bɔntót tii-bɛy, mɛɛn tee?	Lıne three, rıght?

Whether or not the person respondıng to such questıons agrees wıth the statement, the response usually begıns wıth /baat/ or /cah/ rather than /tee/, whıle ın Englısh the selectıon of 'yes' or 'no' depends on the presence or absence of negatıon ın the predıcate. If the Cambodıan responder dısagrees, he may put exclamatory ıntonatıon / ! / on the response, but that ıs the only dıfference.

Compare the following answers to the first question above:

baat, min pibaaʔ tee.	No, it's not hard.
baat, pibaaʔ!	Sure it's hard!

2) The Particle /rih/

A simpler way of forming a negative question is to apply the general question intonation / ? / (see Note 2, Unit 4) to a negative statement. In constructions like this, some speakers use the statement intonation and hang the question intonation solely on the sentence particle /rih/ (which is always indicated in such questions in written Cambodian as /rii/) or a shortened version of it. The particle /rih/ is sometimes written in our text as well, but on the tape you may be able to hear nothing except the effect of a falling-rising pitch that shows up on the last syllable of the sentence (usually /tee/ in these cases). This falling-rising pitch is the result of joining the statement intonation on the /tee/ to the question intonation on the (sometimes non-existent) /rih/.

When there is any possibility of confusion among sentences ending in /tee/, we distinguish three intonations as follows: negative statement, /tee./; simple negative question, /tee?/; negative question with falling-rising pitch, /tee!?/. Examples:

look min yúl tee.	You don't understand.
look min yúl tee?	You don't understand?
look min yúl tee!? or look min yúl tee rih?	Don't you understand?

3) The Particle /nah/

Related to this whole subject in several different ways is the sentence particle /nah/. This /nah/ is somewhat like /mɛɛn tee?/ in that it vaguely seeks confirmation, though it is not nearly as strong. Some speakers, in fact, use it in nearly all positive statements where no other sentence particle occurs; they do not really expect an answer, but merely wish to remain in contact with the listener. Unlike /mɛɛn tee?/, however, /nah/ is not used with negative statements.

The sentence particle /nah/ is in some cases homonymous with the adjective modifier /nah/ 'very' (which likewise does not occur after negatives). When the distinction between the two items is clearly made, it shows up in the sentence intonation. The sentence particle is nearly always unstressed, and spoken on a pitch noticeably higher than the last stressed syllable of the sentence to which it is attached. (This is not the same as the general question intonation, in which the pitch rises gradually, for a longer span of time). The item /nah/ 'very,' when stressed, has a falling pitch. Wherever confusion between the two items might result (for example, where an adjective or adjective phrase happened to be the last preceding constituent), the difference in intonation is shown by / ! /, for the item 'very,' and / . / or / , /, for the sentence particle. Examples:

lʔɔɔ nah.	That's good.
lʔɔɔ nah!	Very good!
sruol nah, əñcəŋ.	It's easy, that way.
sruol nah! əñcəŋ.	It's very easy that way.

The sentence particle /nah/ is also occasionally homnymous with the particle /rıh/ (see Note 2, above), since in rapid colloquial speech both are sometimes pronounced /əh/. This causes no confusion, however, because /rıh/ is characteristic of negative sentences and /nah/ of positive ones.

Examples:

khmaw-day nih pibaaʔ sɔsɛe əh.	This pencil is hard to write with. (nah)
look mın yúl tee əh?	Don't you understand? (rıh)

SUBSTITUTION DRILLS

Drill A.

1.	khmaw-day nih pibaaʔ sɔsɛe nah.	This pencil is hard to write with.
2.	khmaw-day khñom pibaaʔ sɔsɛe nah.	My pencil is hard to write with.
3.	khmaw-day look pibaaʔ sɔsɛe nah.	Your pencil is hard to write with.
4.	khmaw-day lıəŋ pibaaʔ sɔsɛe nah.	The yellow pencil is hard to write with.
5.	khmaw-day nıŋ pibaaʔ sɔsɛe nah.	That pencil is hard to write with.
6.	khmaw-day look kruu pibaaʔ sɔsɛe nah.	The teacher's pencil is hard to write with.
7.	khmaw-day nih pibaaʔ sɔsɛe nah.	This pencil is hard to write with.

Drill B.

1.	khmaw-day nih pibaaʔ sɔsɛe əh.	This pencil is hard to write with.
2.	piaʔ nih pibaaʔ sɔsɛe əh.	This word is hard to write.
3.	khlia nih pibaaʔ sɔsɛe əh.	This sentence is hard to write.
4.	khlia nih pibaaʔ məəl əh.	This sentence is hard to read.
5.	bɔntót nih pibaaʔ məəl əh.	This line is hard to read.
6.	tumpóa nih pibaaʔ məəl əh.	This page is hard to read.
7.	mee-rien nih pibaaʔ məəl əh.	This lesson is hard to read.
8.	mee-rien nih pibaaʔ sɔsɛe əh.	This lesson is hard to write.
9.	khmaw-day nih pibaaʔ sɔsɛe əh.	This pencil is hard to write with.

Drill C.

1.	khmaɛ mɨn pibaaʔ rien tee, mɛɛn tee?	Khmer is not hard to learn, is it?
2.	khmaɛ mɨn pibaaʔ məəl tee, mɛɛn tee?	Khmer is not hard to read, is it?
3.	khmaɛ mɨn pibaaʔ sɔsɛe tee, mɛɛn tee?	Khmer is not hard to write, is it?
4.	ɔŋglee mɨn pibaaʔ sɔsɛe tee, mɛɛn tee?	English is not hard to write, is it?
5.	ɔŋglee mɨn pibaaʔ məəl tee, mɛɛn tee?	English is not hard to read, is it?
6.	ɔŋglee mɨn pibaaʔ rien tee, mɛɛn tee?	English is not hard to learn, is it?
7.	khmaɛ mɨn pibaaʔ rien tee, mɛɛn tee?	Khmer is not hard to learn, is it?

RESPONSE DRILLS

Drill A.

MODEL:	Teacher:	khmaɛ sruol rien, mɛɛn tee? (baat)	Khmer is easy to learn, is isn't it? (yes)
	Student:	baat, khmaɛ sruol rien.	Yes, that's right. Khmer is easy to learn.

1.	khmaɛ pibaaʔ rien, mɛɛn tee? (baat)	Khmer is hard to learn, isn't it? (yes)
	baat, khmaɛ pibaaʔ rien.	Yes, Khmer is hard to learn.
2.	ɔŋglee sruol məəl, mɛɛn tee? (baat)	English is easy to read, isn't it? (yes)
	baat, ɔŋglee sruol məəl.	Yes, English is easy to read.
3.	khmaw-day nih pibaaʔ sɔsɛe, mɛɛn tee? (baat)	This pencil is hard to write with, isn't it? (yes)
	baat, khmaw-day nih pibaaʔ sɔsɛe.	Yes this pencil is hard to write with.
4.	piaʔ nɨŋ ŋiey yúl, mɛɛn tee? (baat)	That word is easy to understand, isn't it?
	baat, piaʔ nɨŋ ŋiey yúl.	Yes, that word is easy to understand.

Drill B.

MODEL:	Teacher:	khmaɛ sruol rien, mɛɛn teeʔ (tee)	Khmer is easy to learn, isn't it? (no)
	Student:	tee, khmaɛ min sruol rien tee.	No, that's not so. Khmer isn't easy to learn.
1.		khmaɛ pibaaʔ rien, mɛɛn tee? (tee)	Khmer is hard to learn, isn't it? (no)
		tee, khmaɛ min pibaaʔ rien tee.	No, Khmer isn't hard to learn.
2.		ɔŋglee sruol məəl, mɛɛn tee? (tee)	English is easy to read, isn't it? (no)
		tee, ɔŋglee min sruol məəl tee.	No, English isn't easy to read.
3.		khmaw-day nih pibaaʔ sɔsɛe, mɛɛn tee? (tee)	This pencil is hard to write with, isn't it? (no)
		tee, khmaw-day nih min pibaaʔ sɔsɛe tee.	No, this pencil isn't hard to with.
4.		piaʔ niŋ ŋiey yúl, mɛɛn tee? (tee)	That word is easy to understand, isn't it? (no)
		tee, piaʔ niŋ min ŋiey yúl tee.	No, that word isn't easy to understand.

Drill C.

MODEL:	Teacher:	look min yúl tee!? (min yúl)	Don't you understand? (not understand)
	Student:	baat, khñom min yúl tee.	No, I don't understand.
	Teacher:	look min yúl tee!? (yúl)	Don't you understand? (understand)
	Student:	baat, khñom yúl haey!	Sure, I understand!
1.		look róoʔ piaʔ niŋ min khəəñ tee!? (min khəəñ)	Can't you find the word? (can't find)
		baat, khñom róoʔ min khəəñ tee.	No, I can't find the word.
		look róoʔ piaʔ niŋ min khəəñ tee!? (khəəñ)	Can't you find the word? (can find)
		baat, khñom khəəñ haey!	Sure I can find the word!
2.		look sdap sɔmnuo min baan tee!? (min baan)	Didn't you hear the question? (didn't hear)
		baat, khñom sdap sɔmnuo min baan tee.	No, I didn't hear the question.

	look sdap sɔmnuo mın baan tee!?	Dıdn't you hear the questıon?
	(baan)	(dıd hear)
	baat, khñom sdap baan haəy!	Sure, I heard the questıon!
3.	kee mın baək siew-phıw tee!?	Dıdn't they open theır books?
	(mın baək)	(dıdn't open)
	baat, kee mın baək siew-phıw tee.	No, they dıdn't open theır books.
	kee mın baək siew-phıw tee!?	Dıdn't they open theır books?
	(baək)	(dıd open)
	baat, kee baək siew-phıw haəy!	Sure, they opened theır books!
4.	look kruu mın praɛ tee!?	Dıdn't the teacher translate ıt?
	(mın praɛ)	(dıdn't translate)
	baat, look kruu mın praɛ tee.	No, the teacher dıdn't translate ıt.
	look kruu mın praɛ tee!?	Dıdn't the teacher translate ıt?
	(praɛ)	(dıd translate)
	baat, look kruu praɛ haəy!	Sure, the teacher translated ıt!

Drıll D. (Respond as dırected)

1.	soum thaa taam khñom: khmaɛ sruol rien.	khmaɛ sruol rien.
2.	piaʔ ɛy kraoy kee bɔŋ-ɔh khnoŋ khlia nih?	piaʔ 'rien.'
3.	piaʔ 'rien' ɔŋglee thaa mɛc?	ɔŋglee thaa 'learn.'
4.	soum thaa khlia tɛŋ-ɔh medɔɔŋ tiet.	khmaɛ sruol rien.
5.	ɛyləw daʔ piaʔ 'pibaaʔ' khnoŋ khlia nih.	khmaɛ pibaaʔ rien.
6.	'dıffıcult' khmaɛ thaa mɛc?	kee thaa 'pibaaʔ.'
7.	piaʔ 'ŋiey' mian ney thaa mɛc?	mian ney thaa 'sruol.'
8.	soum suo khñom: taə khmaɛ pibaaʔ sɔsɛ tee?	khmaɛ pibaaʔ sɔsɛ tee?
9.	ɛyləw soum chlaəy sɔmnuo nıŋ 'baat.'	baat, khmaɛ pibaaʔ sɔsɛ.
10.	soum thaa medɔɔŋ tiet, kom praə piaʔ 'baat.'	khmaɛ pibaaʔ sɔsɛ.
11.	ɛyləw daʔ piaʔ 'ɔŋglee' khnoŋ khlia nih.	ɔŋglee pibaaʔ sɔsɛ.
12.	piaʔ ɛy mun kee bɔŋ-ɔh khnoŋ khlia nih?	piaʔ 'ɔŋglee.'
13.	piaʔ 'ɔŋglee' ɔŋglee thaa mɛc?	ɔŋglee thaa 'Englısh.'
14.	soum thaa medɔɔŋ tiet: ɔŋglee pibaaʔ sɔsɛ.	ɔŋglee pibaaʔ sɔsɛ.
15.	mın pibaaʔ tee, mɛɛn tee?	[baat, sruol haəy.]

UNIT 10

NARRATION

1. kruu bɔŋrien prap aoy koun səh bət siew-phıw mədɔɔŋ tiet.
2. mədɔɔŋ nih kruu bɔŋrien cɔŋ aoy koun səh thaa cia ɔŋglee.
3. taɛ mian koun səh mené kee mın yúl, kee thaa taam kruu cia khmaɛ.
4. haəy kruu prap koun səh téŋ-ɔh thaa trəw-taɛ praɛ, kom thaa taam.
5. mian koun səh menéʔ tiet daɛl praɛ mın trəw.
6. kruu thaa khlia nıŋ cia khmaɛ mədɔɔŋ tiet aoy kee sdap.
7. mədɔɔŋ nih koun səh nuh praɛ trəw.

1. The teacher tells the students to close their books again.
2. This time the teacher wants the students to say (things) in English.
3. But there is one student who doesn't understand; he repeats in Khmer.
4. So the teacher tells all the students that they must translate, not repeat.
5. There is another student who translates incorrectly.
6. The teacher says the sentence in Khmer again for him to listen to.
7. This time the student translates correctly.

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8. ruoc haəy, kruu bɔŋrien prap aoy koun səh chlaəy sɔmnuo daɛl kót nıŋ suo.
9. koun səh daɛl chlaəy kat, kruu prap aoy thaa khlia téŋ-ɔh.
10. koun səh daɛl chlaəy trəw, kruu thaa: baan lʔɔɔ.
11. kraoy móoʔ, kruu aoy koun səh suo sɔmnuo khlah viñ.
12. mədɔɔŋ nih, kruu chlaəy sɔmnuo daɛl koun səh suo tıw kót.
13. sɔmnuo daɛl kee suo khńia kıı: 'khmaɛ sruol rien tee?' haəy nıŋ 'khmaɛ pibaaʔ rien tee?'

8. After that, the teacher tells the students to answer the questions that he is going to ask.
9. The students who answer briefly are told by the teacher to say the whole sentence.
10. The students who answer correctly are told by the teacher: 'That's good.'
11. Later, the teacher has the students ask him questions (ask questions back).
12. This time, the teacher answers the questions that the students ask him.
13. The questions that they ask each other are: 'Is Khmer easy to learn?' and 'Is Khmer difficult to learn?'

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14. haəy kruu bɔŋrien suo koun səh piaʔ khlah daɛl kee rien haəy.
15. kruu suo thaa: 'piaʔ nih ɔŋglee thaa mɛc?' 'piaʔ nuh khmaɛ thaa mɛc?' 'khlia nıŋ mian ney thaa mɛc?'
16. koun səh craən-taɛ chlaəy trəw.

17. taɛ mian piaʔ muoy daɛl kee thaa mın chbah, kıı piaʔ 'ŋiey.'

18. koun səh khlah thaa aʔsɔɔ ŋóo mın chbah tee.

19. koun səh khlah tiet praə sraʔ khoh.

20. piaʔ 'ŋiey' cia piaʔ pibaaʔ thaa nah.

14. Then the teacher asks the students (about) words they have already learned.
15. The teacher asks: 'What is the English for this word?' 'What is the Khmer for that word?' 'What is the meaning of that sentence?'
16. The students mostly answer the questions correctly.
17. But there is one word that they don't say clearly, the word 'ŋiey.'
18. Some students don't say the consonant ng clearly.
19. Other students use the wrong vowel.
20. The word 'ŋiey' is a very hard word to say.

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21. kraoy móoʔ, kruu sɔsɛe aoy koun səh məəl.

22. kruu suo: thvəə doucchnɛh hau thaa mɛc?

23. koun səh chlaəy thaa, kee hau thaa sɔsɛe.

24. haəy kruu praə piaʔ 'sɔsɛe' thvəə khlia muoy kıı: 'khmaɛ pibaaʔ sɔsɛe.'

25. kee daʔ piaʔ aɛtiet khnoŋ khlia nih, thvəə khlia thmɛy tiet taam daɛl kruu prap aoy thvəə.

21. Later on, the teacher demonstrates writing for the students ('writes for them to look at').
22. The teacher asks: 'What is this action called?'
23. The students answer that it is called writing.
24. Then the teacher uses the word 'write' to make a sentence: 'Khmer is hard to write.'
25. They put other words in this sentence and make new sentences according to what the teacher instructs them to do.

NEW VOCABULARY

New words used in the Narration above fall into two general categories: verb modifiers and noun modifiers. New items with examples are given below.

1) Verb Modifiers

trəw-taɛ...	must, should	trəw-taɛ praɛ	must translate
craən-taɛ...	mostly, usually	craən-taɛ chlaəy	for the most part answer
...kat	short-cut	chlaəy kat	answer briefly
...chbah	clear	thaa mın chbah	say unclearly
taam...	according to	taam daɛl...	according to what, in whatever way that

2) *Noun Modifiers*

...khlah	some (pluralizer)	sɔmnuo khlah piaʔ khlah	(some) questions (some) words
...khlah, ...khlah tiet	*some*..., *others*...	koun səh khlah, koun səh khlah tiet	*some* students, *other* students
...aɛtiet	others	piaʔ aɛtiet	other words
...thmɛy	new	khlia thmɛy khlia thmɛy tiet	new sentences . other new sentences

EXERCISE

(Repeat the Basic Dialogues of Units 6-9)

The teacher will then read aloud from the Basic Dialogues, pausing after each sentence or group of sentences and calling on one of the students to give (but not *read*) the same information in narrative style. Example (Unit Six, 1.):

Teacher: ɛylew soum bət siew-phiw medɔɔŋ tiet.

Student: kruu boŋrien prap aoy koun səh bət siew-phiw medɔɔŋ tiet.

Next, the teacher will read aloud from the Narration, pausing to designate certain students to act out in dialogue form the portion he has just read. If the dialogues have been memorized properly, the exercise should go very smoothly.

NOTE: *Negative Constructions; Verb Modification*

Review *Notes* of Units 2 (Word Order), 3 (Head-Modifier Constructions) 4 (especially *Yes-*No Questions), 7 (Negative Statements), and 9 (Negative Questions).

The relationship between a Cambodian verb and its modifiers is much more complex than the relationship of a noun or adjective with its modifiers. Whereas a noun or adjective head nearly always precedes, the verb which is the head of its construction may either precede or follow its modifiers. Also, there are many more *types* of verb modifiers than there are of noun or adjective modifiers. To complicate things further, verbs occur much more commonly than either adjectives or nouns as *predicates*:

Noun Predicate: piaʔ mun kee bɔŋ-oh kii *khmaɛ*.

'The first word of all is *Khmer*.' (/kii/ is not a verb.)

Adjective Predicate: sraʔ niŋ *khoh* tee.

'That vowel *is wrong*.'

Verb Predicate: koun səh *bət* siew-phiw.

'The students *close* their books.'

As we have seen previously, the relationships between nouns and verbs (or nouns and adjectives) can be simply stated in terms of word order--e.g. subject-verb-object (see last example above) or subject-predicate (see second example).

The relationship between verbs and adjectives, likewise, is fairly simple to state: whenever a verb and an adjective occur as constitutents of the same predicate, it is always the adjective that functions as head of that predicate, regardless of the order. We have seen many examples of this type ('Khmer is easy to learn,' etc.). A simple test to determine which is the headword of the predicate is provided by the negative construction, which occurs in the negative version ('transform') of the same predicate. Examples (V-Verb, A-Adjective),

Positive: AV	Negative: not AV
khmaε sruol rien. 'Khmer is easy to learn.'	khmaε min sruol rien tee. 'Khmer is not easy to learn.'
ɔŋglee pibaaʔ sɔsεe. 'English is hard to write.'	ɔŋglee min pibaaʔ sɔsεe tee. 'English is not hard to write.'
khlia nih ŋiey yúl. 'This sentence is easy to understand.'	khlia nih min ŋiey yúl tee. 'This sentence is not easy to understand.'

Positive: VA	Negative: V not A
koun səh praε trəw. 'The students translate correctly.'	koun səh praε min trəw tee. 'The students translate incorrectly.'
kee thaa chbah. 'They say it clearly.'	kee thaa min chbah tee. 'They don't say it clearly.'

Thus, while it is common for a verb to modify an adjective, the reverse situation is not ordinarily found in spoken Cambodian. The same test that we used to determine the head of verb-adjective predicates, we could now apply to verb-verb predicates, and we should see that there are basically three types of construction depending on the pattern of negation: 1) first verb negated; 2) second verb negated; 3) no negation possible. Examples:

1) Positive: VV	Negative: not VV
cɔŋ thvəe 'want to do'	min cɔŋ thvəe 'not want to do'
khɔm thaa 'try to say'	min khɔm thaa 'not try to say'

2) Positive: VV	Negative: V not V
sdap lii 'able to hear' (listen...hear)	sdap min lii 'not able to hear'
sdap baan 'able to understand (listen... get)	sdap min baan 'not able to understand'
róoʔ kheəñ 'able to find'(look for...see)	róoʔ min kheəñ 'not able to find'

3) Non-negatable (or already negated) verb constructions

There are still other types of verb modifiers which do not belong to any of the major word-classes (noun, verb, adjective, etc.). Some of these modifiers come before the verb, and others come after. Usually the resulting constructions are not negatable at all (some, in fact, are already negative in meaning). Here is a partial list of modifiers that you have already had:

Before the Verb		After the Verb	
soum	'please'	haəy	'already'
kom	'don't'	tee	(emphatic word)
cam	'wait and'	teeʔ	(question particle)
aoy	'let, have'	vıñ	'back, instead'
nıŋ	'will'		

TRANSFORMATION DRILLS

Drill A. Negative Formation, with /mın/ before predicate.

MODEL: Teacher:	khmaɛ sruol rien.	Khmer is easy to learn.
Student:	khmaɛ mın sruol rien tee.	Khmer is not easy to learn.
1.	khmaw-day nih sruol sɔsɛe.	This pencil is easy to write with.
	khmaw-day nih mın sruol sɔsɛe tee.	This pencil is not easy to write with.
2.	siew-phıw nih pibaaʔ məəl.	This book is hard to read.
	siew-phıw nih mın pibaaʔ məəl tee.	This book is not hard to read.
3.	mee-rien nih ŋiey yúl.	This lesson is easy to understand.
	mee-rien nih mın ŋiey yúl tee.	This lesson is not easy to understand.
4.	khñom cɔŋ rien khmaɛ.	I want to learn Khmer.
	khñom mın cɔŋ rien khmaɛ tee.	I don't want to learn Khmer.

Drill B. Negative Formation, with /mın/ splitting predicate.

MODEL: Teacher:	koun səh sdap baan haəy.	The students understand.
Student:	koun səh sdap mın baan tee.	The students do not understand.
1.	look kruu sdap look lıı haəy.	The teacher can hear you.
	look kruu sdap look mın lıı tee.	The teacher cannot hear you.
2.	khñom róoʔ tumpóa tii-pram khəəñ haəy.	I have found page five.
	khñom róoʔ tumpóa tii-pram mın khəəñ tee.	I can't find page five.

3.	look thaa aʔsɔɔ ŋóo chbah nah.	You say the consonant ng very clearly.
	look thaa aʔsɔɔ ŋóo mɪn chbah tee.	You don't say the consonant ng clearly.
4.	kee praɛ khlia tii-buon trəw haəy.	They translated sentence four correctly.
	kee praɛ khlia tii-buon mɪn trəw tee.	They didn't translate sentence four correctly.

Drill C. Forming Negative Questions.

MODEL:	Teacher:	look sdap baan tee?	Do you understand?
	Student:	look sdap mɪn baan tee tee!? (rɪh?)	Don't you understand?

1.	look róoʔ khəəñ tee?	Have you found it?
	look róoʔ mɪn khəəñ tee!?	Haven't you found it?
2.	look cɔŋ rien ɔŋglee tee?	Do you want to learn English?
	look mɪn cɔŋ rien ɔŋglee tee!?	Don't you want to learn English?
3.	kee thaa taam kruu chbah tee?	Do they repeat after the teacher clearly?
	kee thaa taam kruu mɪn chbah tee!?	Don't they repeat after the teacher clearly?
4.	kee chlaəy sɔmnuo trəw tee?	Do they answer the questions right?
	kee chlaəy sɔmnuo mɪn trəw tee!?	Don't they answer the questions right?

PROGRESSIVE SUBSTITUTION DRILLS

Drill A.

1.	khmaɛ sruol rien nah.	Khmer is quite easy to learn.
2.	khmaɛ sruol sɔsɛe nah.	Khmer is quite easy to write.
3.	khmaw-day nih sruol sɔsɛe nah.	This pencil is quite easy to write with.
4.	khmaw-day nih pibaaʔ sɔsɛe nah.	This pencil is quite hard to write with.
5.	piaʔ nih pibaaʔ sɔsɛe nah.	This word is quite hard to write.
6.	piaʔ nih pibaaʔ yúl nah.	This word is quite hard to understand.
7.	piaʔ nih ŋiey yúl nah.	This word is quite easy to understand.
8.	ɔŋglee ŋiey yúl nah.	English is quite easy to understand.
9.	ɔŋglee pibaaʔ yúl nah.	English is quite hard to understand.
10.	ɔŋglee pibaaʔ rien nah.	English is quite hard to learn.
11.	khmaɛ pibaaʔ rien nah.	Khmer is quite hard to learn.
12.	khmaɛ sruol rien nah.	Khmer is quite easy to learn.

Drill B.

1.	thvəə douchnɛh kee haw thaa sɔsɛe.	This action is called 'sɔsɛe.'
2.	thvəə doucchnɛh khmaɛ thaa sɔsɛe.	This action is 'sɔsɛe' in Khmer.
3.	piaʔ 'write' khmaɛ thaa sɔsɛe.	The word 'write' is 'sɔsɛe' in Khmer.
4.	piaʔ mun nɪŋ khmaɛ thaa sɔsɛe.	The word before that is 'sɔsɛe' in Khmer.
5.	piaʔ mun nɪŋ məəl thaa sɔsɛe.	The word before that is read 'sɔsɛe.'
6.	piaʔ mun nɪŋ məəl thaa sruol.	The word before that is read 'sruol.'
7.	piaʔ mun nɪŋ mian ney thaa sruol.	The word before that means 'sruol.'
8.	piaʔ ŋiey mian ney thaa sruol.	The word 'ŋiey' means 'sruol.'
9.	piaʔ ŋiey mian ney thaa 'easy.'	The word 'ŋiey' means 'easy.'
10.	piaʔ ŋiey ɔŋglee thaa 'easy.'	The word 'ŋiey' in English is 'easy.'

Drill C.

1.	khɔm thaa aʔsɔɔ nóo aoy khlaŋ ntɛc.	Try to say the n a little louder.
2.	khɔm thaa sraʔ nɪŋ aoy khlaŋ ntɛc.	Try to say the vowel a little louder.
3.	khɔm thaa sraʔ nɪŋ aoy yɪɪt ntɛc.	Try to say the vowel a little slower.
4.	khɔm thaa sraʔ khnɔŋ piaʔ nih.	Try to say the vowel in this word.
5.	kɔm thaa sraʔ nɪŋ khnɔŋ piaʔ nih.	Don't say that vowel in this word.
6.	kɔm thaa aʔsɔɔ nóo khnɔŋ piaʔ nih.	Don't say n in this word.
7.	khɔm thaa aʔsɔɔ nóo khnɔŋ piaʔ nih.	Try to say n in this word.
8.	khɔm thaa aʔsɔɔ nóo aoy ñop ntɛc.	Try to say the n a little faster.
9.	khɔm thaa aʔsɔɔ nóo aoy khlaŋ ntɛc.	Try to say the n a little louder.

EQUIVALENCE DRILLS

Drill A. Negatives in Context.

MODEL:	Teacher:	ɛyləw khñom sdap baan haəy.	Now I understand.
	Student:	mun nɪŋ khñom sdap mɪn baan tee.	Before this, I didn't understand.

1.	ɛyləw khñom róoʔ bɔntót tii-bɛy khəəñ haəy.	Now I've found line three.
	mun nɪŋ khñom róoʔ bɔntót tii-bɛy mɪn khəəñ tee.	Before this, I couldn't find line three.
2.	ɛyləw khñom sdap look kruu lɪɪ haəy.	Now I can hear the teacher.
	mun nɪŋ khñom sdap look kruu mɪn lɪɪ tee.	Before this, I couldn't hear the teacher.

3.	ɛyləw look thaa sraʔ nıŋ chbah haəy.	Now you say that vowel very clearly.
	mun nıŋ look thaa sraʔ nıŋ mın chbah tee.	Before this, you didn't say the vowel clearly.
4.	ɛyləw look praə piaʔ nıŋ trəw haəy.	Now you are using that word correctly.
	mun nıŋ look praə piaʔ nıŋ mın trəw tee.	Before this you used the word incorrectly.

Drill B. Opposites in Context.

MODEL:	Teacher:	pii mun look meəl yııt nah.	Before, you were reading very slowly.
	Student:	kraoy móoʔ look meəl ñóp ntɛc.	Later, you read faster.

1.	pii mun koun səh thaa taam tɛc-tɛc.	Before, the students were repeating softly.
	kraoy móoʔ koun səh thaa taam khlaŋ ntɛc.	Later, the students repeated louder.
2.	pii mun kee chlaəy sɔmnuo sruol-sruol.	Before, they were answering easy questions.
	kraoy móoʔ kee chlaəy sɔmnuo pibaaʔ ntɛc.	Later they answered harder ones.
3.	pii mun look kruu meəl ñóp nah.	Before, the teacher was reading very fast.
	kraoy móoʔ look kruu meəl yııt ntɛc.	Later the teacher read slower.
4.	pii mun kee thaa khmaɛ pibaaʔ rien nah.	Before, they said Khmer was very hard to learn.
	kraoy móoʔ kee thaa khmaɛ sruol rien ntɛc.	Later, they said Khmer was easier to learn.

Drill C. Negatives and Opposites.

MODEL:	Teacher:	look thaa yııt nah.	You speak very slowly.
	Student:	look thaa mın ñóp tee.	You don't speak fast.

1.	look thaa ñóp nah.	You speak very fast.
	look thaa mın yııt tee.	You don't speak slowly.
2.	look thaa trəw haəy.	You said it correctly.
	look thaa mın khoh tee.	You didn't say it wrong.
3.	mee-rien nih sruol nah.	This lesson is easy.
	mee-rien nih mın pibaaʔ tee.	This lesson is not difficult.
4.	khlia nıŋ pibaaʔ yúl nah.	That sentence is hard to understand.
	khlia nıŋ mın ŋiey yúl tee.	That sentence is not easy to understand.

UNIT 11

BASIC DIALOGUE

	Teacher	
1.	aanih sʔɛy?	What's this?
	First Student	
2.	nih cia khmaw-day.	This is a pencil.
	Teacher	
3.	haəy aanuh?	And what's that?
	Second Student	
4.	nuh cia siew-phıw.	That's a book.
	Teacher	
5.	rəbɔh pii nıw-aɛnoh cia ɔvɛy?	What are those two things there?
	Third Student	
6.	nuh cia ruup thɔɔt.	Those are pictures (photographs).
	Teacher	
7.	mian ruup thɔɔt tee, nıw aɛnoh?	Are there any pictures over there?
	Third Student	
8.	baat, mian ruup thɔɔt bɛy nıw cıñcéŋ.	Yes, there are three pictures on the wall.
	Teacher	
9.	aɛnaa?	Where?
	Third Student	
10.	cıñcéŋ kraoy khnɔɔŋ look.	The wall behind you.
	Teacher	
11.	baat, trəw haəy.	Yes, that's right.
	First Student	
12.	khñom khəəñ ruup thɔɔt pram nıw cıñcéŋ.	I see five pictures on the wall.
	Teacher	
13.	tee, pii nuh cia phaɛn-tii, mın mɛɛn ruup thɔɔt tee.	No, two of them are maps, not pictures.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. aanih sˀɛy?	2. nih cia khmaw-day.
3. haəy aanuh?	4. nuh cia siew-phıw.
5. rəbɔh pii nıw-aɛnoh cia ɔvɛy?	6. nuh cia ruup thɔɔt.
7. mian ruup thɔɔt tee, nıw aɛnoh?	8. baat, mian ruup thɔɔt bɛy nıw cıñcéŋ.
9. aɛnaa?	10. cıñcéŋ kraoy khnɔɔŋ look.
11. baat, trəw haəy.	12. khñom khəəñ ruup thɔɔt pram nıw cıñéŋ.
13. tee, pii nuh cia phaɛn-tii, mın mɛɛn ruup thɔɔt tee.	

NOTE: Noun-Numeral Constructions

One of the simplest ways to count objects in Khmer is to form a noun-modifier construction, with the noun to be counted as head and any numeral as the modifier. If the numeral is /muoy/ 'one,' there are two possible interpretations (insofar as English is concerned): 'one' or the indefinite article 'a, an.' If the numeral modifier /tıet/ 'more' is added, the possibilities for translation are accordingly 'one more' or 'another.' Examples:

siew-phıw muoy.	One book, a book.
siew-phıw muoy tiet.	One more book, another book.
koun səh mənéˀ tıet.	One more student, another student.
rəbɔh pii.	Two things.
phaɛn-tii pii tiet.	Two more maps.
khmaw-day bɛy	Three pencils.
ruup thɔɔt bɛy tiet.	Three more pictures.
siew-phıw buon.	Four books.
rəbɔh pram.	Five things.

NEW VOCABULARY: The Numerals 6-19

The numerals 6-19 are all derived from the basic numerals 1-5, with the addition of only one new item: /dɔp/ 'ten'. In Phnom Penh and a few other dialect centers, a parallel series of numerals exists for 11-19. These numerals are made with the number to be added to ten coming first, and joined to /dɔp/ by an element /n/ (which in careful speech is rendered as /dɔn/ - muoy-dɔndɔp 'eleven,' etc.). In both Phnom Penh and Standard styles, the element /pram/ 'five' is shortened to /pm/ in the numerals 6-9, in rapid speech. The full form of /pram/ in Phnom Penh is /pèam/.

The numerals:

	Standard 6-10	Rapid 6-10		Standard 11-19	Phnom Penh 11-19
6.	prammuoy	pmmuoy	11.	dɔpmuoy	muoy-ndɔp (məndɔp)
7.	prampıl	pmpıl	12.	dɔppii	pii-ndɔp
8.	prambɛy	pmbɛy	13.	dɔpbɛy	bɛy-ndɔp
9.	prambuon	pmbuon	14.	dɔpbuon	buon-ndɔp
10.	dɔp	dɔp	15.	dɔppram	pèam-ndɔp
			16.	dɔp-pmmuoy	pmmuoy-ndɔp
			17.	dɔp-pmpıl	pmpıl-ndɔp
			18.	dɔp-pmbɛy	pmbɛy-ndɔp
			19.	dɔp-pmbuon	pmbuon-ndɔp

The variations on the dialogue, given below, use a portion of the basic dialogue of this unit to introduce some of the new numerals in context. Both Standard and Phnom Penh forms are used.

Variation One:

kruu bɔŋrien	koun səh
5. rəbɔh dɔp-pii nıw-aɛnoh cia ɔvɛy?	6. nuh cia ruup thɔɔt.
7. mian ruup thɔɔt tiet tee, nıw-aɛnoh?	8. baat, mian ruup thɔɔt pmbɛy tiet nıw cıñcéŋ.
12. khñom kheəñ ruup thɔɔt dɔp-buon nıw cıñcéŋ.	13. tee, pmmuoy nuh cia phaɛn-tii, mın mɛɛn ruup thɔɔt tee.

Variation Two:

5. rəbɔh pii-ndɔp nıw-aɛnoh cia ɔvɛy?	6. nuh cia phaɛn-tii.
7. mian phaɛn-tii tiet tee, nıw-aɛnoh?	8. baat, mian phaɛn-tıı pmpıl tiet nıw cıñcéŋ.
12. khñom kheəñ ruup thɔɔt pmmuoy-ndɔp nıw cıñcéŋ.	13. tee, pmbuon nuh cia ruup thɔɔt, mın mɛɛn phaɛn-tii tee.

RESPONSE DRILL

Drıll A.

MODEL:	Teacher:	aanih sʔɛy? (khmaw-day)	What's thıs? (pencıl)
	Student:	aanih cia khmaw-day.	Thıs ıs a pencıl.

1.	aanuh sʔɛy? (siew-phıw)	What's that? (book)
	aanuh cia siew-phıw.	That ıs a book.
2.	aanih sʔɛy? (cıñcéŋ)	What's thıs? (wall)
	aanih cia cıñcéŋ.	Thıs ıs a wall.
3.	rəbɔh pii nıw-aɛnoh cia ɔvɛy? (phaɛn-tii)	What are those two thıngs there? (maps)
	rəbɔh pii nıw-aenoh cia phaɛn-tii.	Those two thıngs are maps.
4.	rəbɔh bɛy nih sʔɛy? (ruup thɔɔt)	What're these three thıngs? (pıctures)
	rəbɔh bɛy nih cia ruup thɔɔt.	These three thıngs are pıctures.
5.	aanuh cia siew-phıw ɛy? (siew-phıw məəl)	What kınd of a book ıs that? (readıng)
	aanuh cia siew-phıw məəl.	That's a book for readıng.
6.	aanih cia siew-phıw ɛy? (siew-phıw sɔsɛe)	What kınd of a book ıs thıs? (notebook)
	aanih cia siew-phıw sɔsɛe.	Thıs ıs a notebook.

Drıll B.

MODEL:	Teacher:	mian ruup thɔɔt tee, nıw-aɛnoh? (bɛy)	Are there any pıctures, over there? (three)
	Student:	baat, mian bɛy nıw-aɛnoh.	Yes, there are three over there.

1.	mian siew-phıw tee, nıw nih? (pmbuon)	Are there any books here? (nıne)
	baat, mian pmbuon nıw nih.	Yes, there are nıne here.
2.	mian phaɛn-tii tee, nıw cıñcéŋ? (pmmuoy)	Are there any maps on the wall? (sıx)
	baat, mian pmmuoy nıw cıñcéŋ.	Yes, there are sıx over there.
3.	mian khmaw-day tee, nıw-aɛnoh? (fıfteen)	Are there any pencıls over there? (fıfteen)
	baat, mian dɔppram nıw-aɛnoh.	Yes, there are fıfteen over there.
4.	mian koun səh tee, nıw nih? (pmpıl néʔ)	Are there any students here? (seven)
	baat, mian pmpıl néʔ nıw nih.	Yes, there are seven here.

Drill C.

MODEL:	Teacher:	aanuh cia ruup thɔɔt, mɛɛn tee? (tee, phaɛn-tii)	That's a picture, isn't it? (no, a map)
	Student:	tee, nuh cia phaɛn-tii, mın mɛɛn cia ruup thɔɔt tee.	No, that's a map; it's not a picture.

1.	nuh cia siew-phıw məəl, mɛɛn tee? (tee, siew-phıw sɔsɛɛ)	That's a reading book, isn't it? (no, a notebook)
	tee, nuh cia siew-phıw sɔsɛɛ, mın mɛɛn cia siew-phıw məəl tee.	No, that's a notebook; it's not a reading book.
2.	kót cia kruu boŋrien, mɛɛn tee? (tee, koun səh)	He's a teacher, isn't he? (no, a student)
	tee, kót cia koun səh, mın mɛɛn cia kruu boŋrien tee,	No, he's a student; he's not a teacher.
3.	aanih cia phaɛn-tii, mɛɛn tee? (tee, ruup thɔɔt)	This is a map, isn't it? (no, a picture)
	tee, aanih cia ruup thɔɔt, mın mɛɛn cia phaɛn-tii tee.	No, this is a picture; it's not a map.
4.	pii néʔ nuh cia koun səh, mɛɛn tee? (tee, kruu boŋrien)	Those two persons are students, aren't they? (no, teachers)
	tee, pii néʔ nuh cia kruu boŋrien, mın mɛɛn cia koun səh tee.	No, those two persons are teachers; they're not students.

SUBSTITUTION DRILLS

Drill A.

1.	mian ruup thɔɔt bɛy tiet nıw cıñcéŋ.	There are three more pictures on the wall.
2.	mian ruup thɔɔt bɛy tiet nıw-aɛnoh.	There are three more pictures over there.
3.	mian ruup thɔɔt bɛy tiet nıw kraoy khnɔɔŋ look.	There are three more pictures behind you.
4.	mian ruup thɔɔt bɛy tiet nıw-nih.	There are three more pictures here.
5.	mian ruup thɔɔt bɛy tiet nıw-aɛnoh.	There are three more pictures over there.
6.	mian ruup thɔɔt bɛy tiet nıw cıñcéŋ.	There are three more pictures on the wall.

Drill B.

1.	khñom khəəñ ruup thɔɔt pram nıw cıñcéŋ.	I see five pictures on the wall.
2.	khñom khəəñ phaɛn-tii pmbɛy nıw cıñcéŋ.	I see eight maps on the wall.
3.	khñom khəəñ ruup thɔɔt dɔpmuoy nıw cıñcéŋ.	I see eleven pictures on the wall.
4.	khñom khəəñ phaɛn-tii buon-ndɔp nıw cıñcéŋ,	I see fourteen maps on the wall.
5.	khñom khəəñ phaɛn-tii dɔpbɛy nıw cıñcéŋ.	I see thirteen maps on the wall.
6.	khñom khəəñ ruup thɔɔt pram nıw cıñcéŋ.	I see five pictures on the wall.

Drill C.

1.	mian ruup thɔɔt tee, nıw-aɛnoh?	Are there any pictures over there?
2.	mian khmaw-day tee, nıw-aɛnoh?	Are there any pencils over there?
3.	mian siew-phıw tee, nıw-aɛnoh?	Are there any books over there?
4.	mian phaɛn-tii tee, nıw-aɛnoh?	Are there any maps over there?
5.	mian rəbɔh tee, nıw-aɛnoh?	Are there any things over there?
6.	mian ruup thɔɔt tee, nıw-aɛnoh.	Are there any pictures over there?

Drill D.

1.	rəbɔh pii nıw-aɛnoh cia ɔvɛy?	What are those two things there?
2.	rəbɔh pii nıw-aɛnoh cia phaɛn-tii.	Those two things there are maps.
3.	rəbɔh pii nıw-aɛnoh cia ruup thɔɔt.	Those two things there are pictures.
4.	rəbɔh pii nıw-aɛnoh cia khmaw-day.	Those two things there are pencils.
5.	rəbɔh pii nıw-aɛnoh cia siew-phıw.	Those two things there are books.
6.	rəbɔh pii nıw-aɛnoh cia ɔvɛy?	What are those two things there?

FLUENCY DRILLS

Drill A. Expansion

1. mian ruup thɔɔt.
2. mian ruup thɔɔt nıw cıñcéŋ.
3. mian ruup thɔɔt bɛy nıw cıñcéŋ.
4. mian ruup thɔɔt bɛy nıw cıñcéŋ kraoy khnɔɔŋ look.
5. mian ruup thɔɔt bɛy tiet nıw cıñcéŋ kraoy khnɔɔŋ look.
6. khñom khəəñ mian ruup thɔɔt bɛy tiet nıw cıñcéŋ kraoy khnɔɔŋ look.

1. There are pictures.
2. There are pictures on the wall.
3. There are three pictures on the wall.
4. There are three pictures on the wall behind you.
5. There are three more pictures on the wall behind you.
6. I see there are three more pictures on the wall behind you.

Drill B. Reduction

1. khñom khəəñ mian ruup thɔɔt bɛy tiet nıw cıñcéŋ kraoy khnɔɔŋ look.
2. khñom khəəñ mian ruup thɔɔt bɛy nıw cıñcéŋ kraoy khnɔɔŋ look.
3. khñom khəəñ mian ruup thɔɔt bɛy kraoy khnɔɔŋ look.
4. khñom khəəñ ruup thɔɔt bɛy kraoy khnɔɔŋ look.
5. khñom khəəñ ruup thɔɔt bɛy.
6. khñom khəəñ bɛy.

1. I see there are three more pictures on the wall behind you.
2. I see there are three pictures on the wall behind you.
3. I see there are three pictures behind you.
4. I see three pictures behind you.
5. I see three pictures.
6. I see three.

UNIT 12

BASIC DIALOGUE

	Teacher	
1.	phaɛn-tii khaaŋ-sdam cia phaɛn-tii ɛy?	What ıs the map on the rıght a map of?
	Fırst Student	
2.	baat, phaɛn-tii srok khmaɛ.	It's a map of Cambodıa.
	Teacher	
3.	coh aamuoy khaaŋ-chvɛeŋ?	And the one on the left?
	Second Student	
4.	taam khñom smaan, cia phaɛn-tii tii-kroŋ phnum-piñ.	I thınk ıt's a map of the cıty of Phnom Penh.
	Thırd Student	
5.	coh phaɛn-tii ɛy nıw-aɛnoh?	What ıs that map over there?
	Teacher	
6.	phaɛn-tii naa-muoy?	Whıch one?
	Thırd Student	
7.	aamuoy nıw cıt khdaa-khien.	The one near the blackboard.
	Teacher	
8.	ou, nuh mın mɛɛn phaɛn-tii tee. cia kumnuu tee.	Oh, that's not a map. That's a chart.
	Fırst Student	
9.	kumnuu ɛy?	What kınd of a chart?
	Teacher	
10.	cia kumnuu somrap boŋrien aʔsɔɔ khmaɛ.	It's a chart for teachıng the Khmer alphabet.
	Second Student	
11.	yeeŋ rien ɛylɘw (rıh)?	Are we goıng to study that now?
	Teacher	
12.	tee, ntɛc tiet baan yeeŋ rien.	No, we're goıng to study ıt a lıttle later.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. phaɛn-tii khaaŋ-sdam cia phaɛn-tii ɛy?	2. baat, phaɛn-tii srok khmaɛ.
3. coh aamuoy khaaŋ-chvɛeŋ?	4. taam khñom smaan, cia phaɛn-tii tii-kroŋ phnum pıñ.
	5. coh phaɛn-tii ɛy nıw-aɛnoh?
6. phaɛn-tii naa-muoy?	7. aamuoy nıw cit khdaa-khıen.
8. ou, nuh mın mɛɛn phaɛn-tii tee. cia kumnuu tee.	9. kumnuu ɛy?
10. cia kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ.	11. yəəŋ rien ɛyləw (rıh)?
12. tee, ntɛc tiet baan yəəŋ rien.	

NOTE: Noun and Numeral Substitutes

As you have doubtless already observed, Khmer does not have the English singular-plural distinction in its nouns: book, books. The distinction can, of course, be made when necessary; it is merely not obligatory in Khmer nouns, as it is in English. The simplest device is to specify indefinite singular by the addition of /muoy/ 'one' and to specify indefinite plural by the addition of /khlah/ 'some' to the noun. Both /muoy/ and /khlah/ in these cases are noun modifiers; /muoy/ itself is a numeral, while /khlah/ is a numeral substitute - that is, it stands for any number from 'two' upward. Note the following:

siew-phıw	'book,' 'books' 'the book,' 'the books'
sıew-phıw muoy	'one book,' 'a book,' (never 'the book')
sıew-phıw khlah	'some books,' 'books,' (never 'the books')

Both these items, as we have seen in Unit 10, can be themselves modified by such items as /tiet/'more.' Besides modifying nouns, both can stand after /naa/ 'which.' /khlah/ (but not /muoy/ can stand after /ɛy/ 'what.' The following tabulation shows their relationships with each other and with another numeral substitute you have previously met: /tii-pəmaan/ 'which in a series.'

Indeterminate		'Singular'		'Plural'	
		muoy	'one'	khlah	'some'
		aamuoy	'the one'		
naa	'which'	naa-muoy	'which one'	naa-khlah	'which ones'
ɛy	'what'	________		ɛy-khlah	'what ones'
___		tii-pəmaan	'which in a series'	________	
aɛtiet	'other(s)'	muoy tiet	'another'	khlah tiet	'other ones'

Still another use of /muoy/ and /khlah/ is as noun substitutes. Like /naa/ and /ɛy/, both items occur independently, without any noun attached to them. In this case, the meaning is clearly 'definite singular' and 'indeterminate plural' - that is, /muoy/ or /aamuoy/ means 'the one,' but /khlah/ still means 'some'(rarely 'the ones'.) The most common context is the one exemplified by sentences 6 and 7 of the Basic Dialogue:

phaɛn-tii naa-muoy?	'Which map?'
aamuoy nɨw cit khdaa-khien.	'The one near the blackboard.'

Compare also sentence 3:

coh aamuoy khaaŋ-chvɛeŋ?	'And the one on the left?'

The same examples with /khlah/ instead of /muoy/:

phaɛn-tii naa-khlah?	'Which maps?'
phaɛn-tii nɨw cɨt khdaa-khien.	'The maps near the blackboard.'
coh phaɛn-tii khaaŋ-chvɛeŋ?	'And the maps on the left?

RESPONSE DRILLS

Drill A.

MODEL: Teacher:	phaɛn-tii naa-muoy? (cɨt khdaa-khien)	Which map? (near the blackboard)
Student:	muoy nɨw cɨt khdaa-khien.	The one near the blackboard.

1.	ruup thɔɔt naa-muoy? (kraoy khnɔɔŋ look kruu)	Which picture? (behind the teacher)
	muoy nɨw kraoy khnɔɔŋ look kruu.	The one behind the teacher.
2.	kumnuu naa-muoy? (khaaŋ-chvɛeŋ)	Which chart? (to the left)
	muoy nɨw khaaŋ-chvɛeŋ.	The one to the left.
3.	siew-phɨw naa-muoy? (khaaŋ-sdam)	Which book? (to the right)
	muoy nɨw khaaŋ-sdam.	The one to the right.
4.	khmaw-day naa-muoy? (cɨt look)	Which pencil? (near you)
	muoy nɨw cɨt look.	The one near you.
5.	phaɛn-tii naa-muoy? (khaaŋ-sdam look)	Which map? (to your right)
	muoy nɨw khaaŋ-sdam look.	The one to your right.
6.	ruup thɔɔt naa-muoy? (khaaŋ-chvɛeŋ khdaa-khien)	Which picture? (to the left of the blackboard)
	muoy nɨw khaaŋ-chvɛeŋ khdaa-khien.	The one to the left of the blackboard.

Drill B.

MODEL:	Teacher:	phaɛn-tii naa-khlah? (buon, nıw-aɛnoh)	Which maps? (four, over there)
	Student:	phaɛn-tii buon nıw-aɛnoh.	The four maps over there.

(NOTE: The location, in this drill, is always nıw-aɛnoh, 'over there')

1.	ruup thɔɔt naa-khlah? (ruup pii) ruup pii nıw-aɛnoh.	Which pictures? (two) The two pictures over there.
2.	siew-phıw naa-khlah? (aabɛy) aabɛy nıw-aɛnoh.	Which books? (three) The three over there.
3.	néʔ-naa khlah? (pram néʔ) pram néʔ nıw-aɛnoh.	Which people? (five) The five people over there.
4.	phaɛn-tii naa-khlah? (pii) phaɛn-tii pii nıw-aɛnoh.	Which maps? (two) The two maps over there.

Drill C.

MODEL:	Teacher:	phaɛn-tii khaaŋ-sdam cia phaɛn-tii ɛy? (srok khmaɛ)	What is the map to the right a map of? (Cambodia)
	Student:	phaɛn-tii khaaŋ-sdam cia phaɛn-tii srok khmaɛ.	The map to the right is a map of Cambodia.

1.	ruup thɔɔt khaaŋ-chvɛeŋ cia ruup thɔɔt ɛy? (look kruu) ruup thɔɔt khaaŋ-chvɛeŋ cia ruup thɔɔt look kruu.	What is the picture to the left a picture of? (the teacher) The picture to the left is a picture of the teacher.
2.	kumnuu nıw cıt khdaa-khien cia kumnuu ɛy? (aʔsɔɔ khmaɛ) kumnuu nıw cıt khdaa khien cia kumnuu aʔsɔɔ khmaɛ.	What is the chart near the blackboard a chart of? (Khmer letters) The chart near the blackboard is a chart of Khmer letters.
3.	siew-phıw kraoy khnɔɔŋ look cia siew-phıw ɛy? (ɔŋglee) siew-phıw kraoy khnɔɔŋ khñom cia siew-phıw ɔŋglee.	What kind of a book is the book behind you? (English) The book behind me is an English book.
4.	phaɛn-tii nıw-aɛnoh cia phaɛn-tii ɛy? (tii-krɔŋ phnum piñ) phaɛn-tii nıw-aɛnoh cia phaɛn-tii tii-krɔŋ phnum piñ,	What is the map over there a map of? (the city of Phnom Penh) The map over there is a map of the city of Phnom Penh.

Drıll D.

MODEL: Teacher:	yəəŋ rien ɛyləw? (ntɛc tiet)	We're goıng to study now? (a lıttle later)
Student:	tee, ntɛc tiet baan yəəŋ rien.	No, we won't study untıl later.
1.	yəəŋ thvəə ɛyləw? (ntɛc tiet) tee, ntɛc tiet baan yəəŋ thvəə.	We're goıng to do ıt now? (later) No, we won't do ıt untıl later.
2.	yəəŋ sɔsɛe ɛyləw? (ntɛc tiet) tee, ntɛc tiet baan yəəŋ sɔsɛe.	We're goıng to wrıte now? (later) No, we won't wrıte untıl later.
3.	yəəŋ məəl ɛyləw? (ntɛc tiet) tee, ntɛc tiet baan yəəŋ məəl.	We're goıng to read now? (later) No, we won't read untıl later.
4.	yəəŋ praɛ ɛyləw? (ntɛc tiet) tee, ntɛc tiet baan yəəŋ praɛ.	We're goıng to translate now? (later) No, we won't translate untıl later.

Drıll E.

MODEL: Teacher:	muoy khaaŋ-sdam cia phaɛn-tii, mɛɛn tee? (tee, kumnuu)	The one on the rıght ıs a map, ısn't ıt? (no, a chart)
Student:	ou, nuh mın mɛɛn phaɛn-tii tee. kumnuu tee.	Oh, that's not a map. It's a chart.
1.	muoy khaaŋ-chvɛɛŋ cia kumnuu, mɛɛn tee? (tee, ruup thɔɔt) ou, nuh mın mɛɛn kumnuu tee. ruup thɔɔt tee.	The one on the left ıs a chart, ısn't ıt? (no, a pıcture) Oh, that's not a chart. It's a pıcture.
2.	muoy nıw cıt khdaa-khien cia ruup thɔɔt, mɛɛn tee? (tee, phaɛn-tii) ou, nuh mın mɛɛn ruup thɔɔt tee. phaɛn-tii tee.	The one near the blackboard ıs a pıcture, ısn't ıt? (no, a map) Oh, that's not a pıcture. It's a map.
3.	muoy khaaŋ-sdam look cia siew-phıw sɔsɛe, mɛɛn tee? (tee, siew-phıw məəl) ou, nuh mın mɛɛn siew-phıw sɔsɛe tee. siew-phıw məəl tee.	The one to the rıght of you ıs a notebook, ısn't ıt? (no, a book) Oh, that's not a notebook. It's a book.
4.	muoy khaaŋ-chvɛɛŋ look cia siew-phıw məəl, mɛɛn tee? (tee, siew-phıw sɔsɛe) ou, nuh mın mɛɛn siew-phıw məəl tee. siew-phıw sɔsɛe tee.	The one to the left of you ıs a book, ısn't ıt? (no, a notebook) Oh, that's not a book. It's a notebook.

SUBSTITUTION DRILLS

Drill A.

1.	yeəŋ rien siew-phıw εy?	What book are we studying?
2.	yeəŋ rien siew-phıw εy-khlah?	What books are we studying?
3.	yeəŋ rien siew-phıw naa-muoy?	Which book are we studying?
4.	yeəŋ rien siew-phıw naa-khlah?	Which books are we studying?
5.	yeəŋ rien tumpóa tii-pəmaan?	What page are we studying?
6.	yeəŋ rien tumpóa naa?	Which page are we studying?
7.	yeəŋ rien tumpóa naa-khlah?	Which pages are we studying?
8.	yeəŋ rien siew-phıw εy?	What book are we studying?

Drill B.

1.	cia kumnuu səmrap boŋrien aʔsɔɔ khmaε.	It's a chart for teaching Khmer consonants.
2.	cia kumnuu səmrap boŋrien sraʔ khmaε.	It's a chart for teaching Khmer vowels.
3.	cia kumnuu səmrap boŋrien sraʔ ɔŋglee.	It's a chart for teaching English vowels.
4.	cia kumnuu səmrap boŋrien aʔsɔɔ ɔŋglee.	It's a chart for teaching English consonants.
5.	cia siew-phıw səmrap boŋrien aʔsɔɔ ɔŋglee.	It's a book for teaching English consonants.
6.	cia siew-phıw səmrap boŋrien sraʔ khmaε.	It's a book for teaching Khmer vowels.
7.	cia siew-phıw səmrap boŋrien aʔsɔɔ khmaε.	It's a book for teaching Khmer consonants.
8.	cia kumnuuu səmrap boŋrien aʔsɔɔ khmaε.	It's a chart for teaching Khmer consonants.

Drill C.

1.	taam khñom smaan, cia phaεn-tii srok khmaε.	I would guess it's a map of Cambodia.
2.	taam khñom smaan, cia phaεn-tii srok amεrik.	I would guess it's a map of America.

3. taam khñom smaan, cia phaɛn-tii tii-kroŋ phnum piñ.	I would guess it's a map of the city of Phnom Penh.
4. taam khñom smaan, cia phaɛn-tii tii-kroŋ vasəntaon.	I would guess it's a map of the city of Washington.
5. taam khñom smaan, cia ruup thɔɔt look kruu.	I would guess it's a picture of the teacher (m).
6. taam khñom smaan, cia ruup thɔɔt néʔ kruu.	I would guess it's a picture of the teacher (f).
7. taam khñom smaan, cia phaɛn-tii srok khmaɛ.	I would guess it's a map of Cambodia.

FLUENCY DRILLS

Drill A. Expansion

1. cia kumnuu.
2. muoy khaaŋ-sdam cia kumnuu.
3. muoy khaaŋ-sdam cia kumnuu sɔmrap boŋrien.
4. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu sɔmrap boŋrien.
5. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu sɔmrap boŋrien aʔsɔɔ khmaɛ.
6. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu sɔmrap boŋrien aʔsɔɔ khmaɛ sɔmrap koun səh ɔŋglee.

1. It's a chart.
2. The one on the right is a chart.
3. The one on the right is a chart for teaching.
4. I would guess the one on the right is a chart for teaching.
5. I would guess the one on the right is a chart for teaching Khmer consonants.
6. I would guess the one on the right is a chart for teaching Khmer consonants to English students.

Drill B. Reduction

1. taam khñom smaan, muoy khaaŋ-sdam cia kumnuu sɔmrap boŋrien aʔsɔɔ khmaɛ sɔmrap koun səh ɔŋglee.
2. taam khñom smaan, cia kumnuu sɔmrap boŋrien aʔsɔɔ khmaɛ sɔmrap koun səh ɔŋglee.
3. taam khñom smaan, cia kumnuu sɔmrap boŋrien sɔmrap koun səh ɔŋglee.
4. taam khñom smaan, cia kumnuu sɔmrap boŋrien.
5. cia kumnuu sɔmrap boŋrien.
6. cia kumnuu.

1. I would guess the one on the right is a chart for teaching Khmer consonants to English students.
2. I would guess it's a chart for teaching Khmer consonants to English students.
3. I would guess it's a chart for teaching English students.
4. I would guess it's a chart for teaching.
5. It's a chart for teaching.
6. It's a chart.

UNIT 13

BASIC DIALOGUE

	Teacher	
1.	khñom mian khmaw-day pəmaan nıŋ?	How many pencils do I have here?
	First Student	
2.	baat, look mian bɛy.	You have three.
	Teacher	
3.	muoy nıw khaaŋ-chvɛeŋ nih póa ɛy?	What color is the one on the left here?
	Second Student	
4.	baat, póa lıəŋ.	It's yellow.
	Teacher	
5.	haəy muoy khaaŋ-sdam póa ɛy?	And what color is the one on the right?
	Third Student	
6.	baat, póa khiew.	It's blue.
	Teacher	
7.	coh muoy kɔndaal póa ɛy?	And the one in the middle, what color is it?
	Fourth Student	
8.	baat, póa krɔhɔɔm.	It's red.
	Teacher	
9.	haəy rəbɔh aɛtiet nih cia khmaw-day daɛ rı-ɛy?	And this other thing, is it a pencil too?
	First Student	
10.	tee, mın mɛɛn tee. cia dɔɔŋ pakaa tee.	No, it isn't. It's a (fountain) pen.
	Teacher	
11.	dɔɔŋ pakaa póa ɛy?	What color (is the) pen?
	First Student	
12.	baat, póa khmaw.	It's black.

Teacher

13. mian khmaw-day pɔ́a khmaw tee? Are there any black pencils?

Second Student

14. tee, khmian tee. No, there aren't.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. khñom mian khmaw-day pəmaan nɪŋ?	2. baat, look mian bɛy.
3. muoy nɪw khaaŋ-chvɛeŋ nih pɔ́a ɛy?	4. baat, pɔ́a lɪəŋ.
5. haəy muoy khaaŋ-sdam pɔ́a ɛy?	6. baat, pɔ́a khiew.
7. coh muoy kɔndaal pɔ́a ɛy?	8. baat, pɔ́a krɔhɔɔm.
9. haəy rəboh aɛtiet nih cia khmaw-day daɛ rɪ-ɛy?	10. tee, mɪn mɛɛn tee. cia dɔɔŋ pakaa tee.
10. dɔɔŋ pakaa pɔ́a ɛy?	12. baat, pɔ́a khmaw.
13. mian khmaw-day pɔ́a khmaw tee?	14. tee, khmian tee.

Variation One:

1. look mian khmaw-day pəmaan?	2. baat, khñom mian dɔp-pmbuon.
3. look mian khmaw-day pɔ́a lɪəŋ pəmaan?	4. baat, khñom mian prambɛy.
5. haəy look mian pɔ́a khiew pəmaan?	6. baat, khñom mian pram.
7. coh pɔ́a krɔhɔɔm pəmaan?	8. baat, khñom mian pmmuoy.
9. haəy rəboh aɛtiet nuh mɪn mɛɛn khmaw-day tee rɪh?	10. baat, cia dɔɔŋ pakaa.
11. look mian dɔɔŋ pakaa pəmaan nɪŋ?	12. baat, khñom mian bɛy, pɔ́a khmaw pii, pɔ́a krɔhɔɔm muoy.
13. mian dɔɔŋ pakaa pɔ́a khiew tee?	14. tee, khmian tee.

Variation Two:

1. nɪw cɪt khdaa-khien nuh mian phaɛn-tii pəmaan?	2. baat, mian bɛy.
3. muoy nɪw khaaŋ-chvɛeŋ nuh srok naa?	4. baat, srok khmaɛ.
5. haəy muoy khaaŋ-sdam srok naa?	6. baat, nuh cia phaɛn-tii tii-krɔŋ phnum pɪñ tee.

7. coh muoy kɔndaal?

8. muoy kɔndaal cia phaɛn-tii phnum piñ daɛ.

9. haəy rəbɔh aɛtiet cia phaɛn-tii rɨ-ɛy?

10. tee, mɨn mɛɛn tee. cia ruup thɔɔt.

11. ruup thɔɔt ɛy?

12. ruup thɔɔt srok khmaɛ.

13. mian ruup thɔɔt phnum piñ tee?

14. tee, khmian tee.

NOTE: Equational Sentences

There is one fairly common kind of Khmer sentence in which the predicate is a noun expression (i.e. noun or noun-modifier construction), and there is no verb or adjective at all. You have already heard many of these equational sentences; the present unit contains a lot more of them. It is not always possible to tell a positive equational sentence apart from a complex noun expression (nor is it necessary to do so). Examples:

khmaw-day póa lɨəŋ.	'The yellow pencils.' or 'The pencils are yellow.'

(/póa/ 'color' is a noun, and /póa lɨəŋ/ is a noun expression) It is only when a negative statement or a question is involved that we can tell what the construction is:

khmaw-day mɨn mɛɛn póa lɨəŋ tee.	'The pencils are not yellow.'
khmian khmaw-day póa lɨəŋ tee.	'There are no yellow pencils.'
khmaw-day póa ɛy?	'What color are the pencils.'
mian khmaw-day póa lɨəŋ tee?	'Are there any yellow pencils?'
khmaw-day póa lɨəŋ, mɛɛn tee?	'Are the pencils yellow?'

Note that the negative form of an equational sentence is made with /mɨn mɛɛn/, rather than /mɨn/ alone, and that the yes-no question based on an equational sentence is like a confirmation question (see Note, Unit 5), in that it is made with intonation alone or with /mɛɛn tee?/ rather than with /tee?/ alone.

SUBSTITUTION DRILLS

Drill A.

1. look mian khmaw-day pəmaan?
2. look mian siew-phɨw pəmaan?
3. look mian ruup thɔɔt pəmaan?
4. look mian phaɛn-tii pəmaan?
5. look mian kumnuu pəmaan?
6. look mian dɔɔŋ pakaa pəmaan?
7. look mian khmaw-day pəmaan?

1. How many pencils do you have?
2. How many books do you have?
3. How many pictures do you have?
4. How many maps do you have?

5. How many charts do you have?
6. How many pens do you have?
7. How many pencils do you have?

Drill B.

1. khmaw-day nıw khaaŋ-chvɛeŋ póa ɛy?
2. khmaw-day nıw khaaŋ-sdam póa ɛy?
3. khmaw-day nıw kɔndaal póa ɛy?
4. ruup thɔɔt nıw kɔndaal póa ɛy?
5. ruup thɔɔt nıw cıt khdaa khien póa ɛy?
6. ruup thɔɔt nıw kraoy khnɔɔŋ look kruu póa ɛy?
7. ruup thɔɔt nıw khaaŋ-chvɛeŋ póa ɛy?
8. khmaw-day nıw khaaŋ-chvɛeŋ póa ɛy?

1. What color is the pencil on the left?
2. What color is the pencil on the right?
3. What color is the pencil in the middle?
4. What color is the picture in the middle?
5. What color is the picture near the blackboard?
6. What color is the picture behind the teacher?
7. What color is the picture on the left?
8. What color is the pencil on the left?

Drill C.

1. khmaw-day naa-muoy póa lıəŋ?
2. khmaw-day naa-muoy póa krɔhɔɔm?
3. khmaw-day naa-muoy póa khiew?
4. khmaw-day naa-muoy póa khmaw?
5. dɔɔŋ pakaa naa-muoy póa khmaw?
6. dɔɔŋ pakaa naa-muoy póa krɔhɔɔm?
7. dɔɔŋ pakaa naa-muoy póa lıəŋ?
8. khmaw-day naa-muoy póa lıəŋ?

1. Which pencil is yellow?
2. Which pencil is red?
3. Which pencil is blue?
4. Which pencil is black?
5. Which pen is black.
6. Which pen is red?
7. Which pen is yellow?
8. Which pencil is yellow?

Drill D.

1. rəbɔh nih cia khmaw-day rı-ɛy?
2. rəbɔh khaaŋ-sdam nuh cia khmaw-day rı-ɛy?
3. rəbɔh khaaŋ-chvɛeŋ nuh cia khmaw-day rı-ɛy?
4. rəbɔh nıw kɔndaal nuh cia khmaw-day rı-ɛy?
5. rəbɔh nıw kɔndaal nuh cia phaɛn-tii rı-ɛy?

6. rəbɔh cɪt khdaa-khien nuh cia phaɛn-tii rɪ-ɛy?
7. rəbɔh aɛtiet nuh cia phaɛn-tii rɪ-ɛy?
8. rəbɔh aɛtiet nuh cia khmaw-day rɪ-ɛy?

1. Is this thing a pencil (or what?)
2. Is that thing on the right a pencil?
3. Is that thing on the left a pencil?
4. Is that thing in the middle a pencil?
5. Is that thing in the middle a map?
6. Is that thing near the blackboard a map?
7. Is this other thing a map?
8. Is that other thing a pencil?

RESPONSE DRILLS

Drill A.

MODEL:	Teacher:	khñom mian khmaw-day pəmaan nɪŋ? (bɛy)	How many pencils do I have? (three)
	Student:	look mian khmaw-day bɛy.	You have three pencils.

1.	khñom mian siew-phɪw pəmaan nɪŋ? (prampɪl)	How many books do I have? (seven)
	look mian siew-phɪw prampɪl.	You have seven books.
2.	khñom mian phaɛn-tii pəmaan nɪŋ? (prambuon)	How many maps do I have? (nine)
	look mian phaɛn-tii prambuon.	You have nine maps.
3.	khñom mian kumnuu pəmaan nɪŋ? (pram)	How many charts do I have? (five)
	look mian kumnuu pram.	You have five charts.
4.	khñom mian dɔɔŋ pakaa pəmaan nɪŋ? (pii-ndɔp)	How many pens do I have? (twelve)
	look mian dɔɔŋ-pakaa pii-ndɔp.	You have twelve pens.

Drill B.

MODEL:	Teacher:	khmaw-day nɪw khaaŋ-chvɛɛŋ póa ɛy? (lɪəŋ)	What color is the pencil on the left? (yellow)
	Student:	muoy khaaŋ-chvɛɛŋ póa lɪəŋ.	The one on the left is yellow.

1.	siew-phɪw nɪw khaaŋ-sdam póa ɛy? (khmaw)	What color is the book on the right? (black)
	muoy khaaŋ-sdam póa khmaw.	The one on the right is black.
2.	ruup thɔɔt nɪw cɪt khdaa-khien póa ɛy? (khiew)	What color is the picture near the blackboard? (blue)
	muoy nɪw cit khdaa- khien póa khiew.	The one near the blackboard is blue.

3.	phaɛn-tii kraoy khnɔɔŋ look kruu póa ɛy? (krɔhɔɔm)	What color is the map behind the teacher? (red)
	muoy nɨw kraoy khnɔɔŋ look kruu póa krɔhɔɔm.	The one behind the teacher is red.
4.	kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ póa ɛy? (khmaw)	What color is the chart for teaching Khmer consonants? (black)
	muoy sɔmrap bɔŋrien aʔsɔɔ khmaɛ póa khmaw.	The one for teaching Khmer consonants is black.
5.	dɔɔŋ pakaa nɨw kɔndaal póa ɛy? (khiew)	What color is the pen in the middle? (blue)
	muoy nɨw kɔndaal póa khiew.	The one in the middle is blue.
6.	rəbɔh aɛtiet nuh póa ɛy? (lɨəŋ nɨŋ krɔhɔɔm)	What color is that other thing? (yellow and red)
	muoy tiet nuh póa lɨəŋ nɨŋ krɔhɔɔm.	The other one is yellow and red.

Drill C.

MODEL: Teacher:	khmaw-day naa-muoy póa lɨəŋ? (khaaŋ-chvɛɛŋ)	Which pencil is yellow? (on the left)
Student:	muoy khaaŋ-chvɛɛŋ póa lɨəŋ.	The one on the left is yellow.
1.	siew-phɨw naa-muoy sɔmrap bɔŋrien aʔsɔɔ ɔŋglee? (khaaŋ-sdam)	Which book is for teaching English letters? (on the right)
	muoy khaaŋ-sdam sɔmrap bɔŋrien aʔsɔɔ ɔŋglee.	The one on the right is for teaching English letters.
2.	ruup thɔɔt naa-muoy cia ruup thɔɔt tii-krɔŋ phnum piñ? (nɨw cɨt khdaa-khien)	Which picture is a picture of the city of Phnom Penh? (near the blackboard)
	muoy nɨw cɨt khdaa-khien cia ruup thɔɔt tii-krɔŋ phnum piñ.	The one near the blackboard is a picture of the city of Phnom Penh.
3.	phaɛn-tii naa-muoy cia phaɛn-tii srok khmaɛ? (kraoy khnɔɔŋ look kruu)	Which map is a map of Cambodia? (behind the teacher)
	muoy kraoy khnɔɔŋ look kruu cia phaɛn-tii srok khmaɛ.	The one behind the teacher is a map of Cambodia.
4.	kumnuu naa-muoy sɔmrap bɔŋrien aʔsɔɔ khmaɛ? (nɨw cɨt phaɛn-tii srok khmaɛ)	Which chart is for teaching Khmer consonants? (near the map of Cambodia)
	muoy nɨw cɨt phaɛn-tii srok khmaɛ cia kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ.	The one near the map of Cambodia is a chart for teaching Khmer consonants.

5. dɔɔŋ pakaa naa-muoy póa khmaw? (nɨw kondaal) muoy nɨw kondaal cia dɔɔŋ pakaa póa khmaw.	Which pen is black? (in the middle) The one in the middle is the black pen.
6. siew-phɨw naa-muoy póa khiew? (nɨw khaaŋ-muk look) muoy nɨw khaaŋ-muk look cia siew-phɨw póa khiew.	Which book is blue? (in front of you) The one in front of you is the blue book.

Drill D.

MODEL: Teacher:	nih cia khmaw-day rɨ-ɛy? (tee, dɔɔŋ pakaa)	Is this a pencil or what? (no, a pen)
Student:	tee, mɨn mɛɛn khmaw-day tee. nih cia dɔɔŋ pakaa tee.	No, that's not a pencil. It's a pen.

1. nih cia siew-phɨw sɔsɛɛ rɨ-ɛy? (tee, siew-phɨw məəl) tee, mɨn mɛɛn siew-phɨw sɔsɛɛ tee. nih cia siew-phɨw məəl tee.	Is this a notebook or what? (no, a book) No, that's not a notebook. It's a book.
2. nih cia kumnuu rɨ-ɛy? (tee, phaɛn-tii) tee, mɨn mɛɛn kumnuu tee. nih cia phaɛn-tii tee.	Is this a chart or what? (no, a map) No, that's not a chart. It's a map.
3. nih cia phaɛn-tii rɨ-ɛy? (tee, ruup thɔɔt) tee, mɨn mɛɛn phaɛn-tii tee. nih cia ruup thɔɔt tee.	Is this a map or what? (no, a picture) No, that's not a map. It's a picture.
4. nih cia dɔɔŋ pakaa rɨ-ɛy? (tee, khmaw-day) tee, mɨn mɛɛn dɔɔŋ pakaa tee. nih cia khmaw-day tee.	Is this a pen or what? (no, a pencil) No, that's not a pen. It's a pencil.

EXERCISE

The followıng chart, or an equıvalent dısplay of actual objects arranged by the teacher, ıs to be used ın answerıng the ınformatıon questıons gıven below.

póa	khaaŋ-chvɛɛŋ	kɔndaal	khaaŋ-sdam
lıəŋ	khmaw-day 3	khmaw-day 2	khmaw-day 5
	dɔɔŋ pakaa 2	dɔɔŋ pakaa 0	dɔɔŋ pakaa 1
khiew	khmaw-day 2	khmaw-day 1	khmaw-day 4
	dɔɔŋ pakaa 1	dɔɔŋ pakaa 3	dɔɔŋ pakaa 5
krɔhɔɔm	khmaw-day 5	khmaw-day 4	khmaw-day 6
	dɔɔŋ pakaa 3	dɔɔŋ pakaa 2	dɔɔŋ pakaa 1
khmaw	khmaw-day 0	khmaw-day 1	khmaw-day 2
	dɔɔŋ pakaa 6	dɔɔŋ pakaa 8	dɔɔŋ pakaa 4

Questıons

1.	nıw khaaŋ-chvɛɛŋ mian khmaw-day lıəŋ pəmaan?	(3)
2.	nıw khaaŋ-chvɛɛŋ mian khmaw-day khiew pəmaan?	(2)
3.	nıw khaaŋ-chvɛɛŋ mian khmaw-day krɔhɔɔm pəmaan?	(5)
4.	nıw khaaŋ-chvɛɛŋ mian khmaw-day khmaw tee?	(tee)
5.	nıw khaaŋ-chvɛɛŋ mian khmaw-day téŋ-ɔh pəmaan?	(10)
6.	nıw kɔndaal mian khmaw-day lıəŋ pəmaan?	(2)
7.	nıw kɔndaal mian khmaw-day khiew pəmaan?	(1)
8.	nıw kɔndaal mian khmaw-day krɔhɔɔm pəmaan?	(4)
9.	nıw kɔndaal mian khmaw-day khmaw pəmaan?	(1)
10.	nıw kɔndaal mian khmaw-day téŋ-ɔh pəmaan?	(8)
11.	nıw khaaŋ-sdam mian khmaw-day lıəŋ pəmaan?	(5)
12.	nıw khaaŋ-sdam mian khmaw-day khiew pəmaan?	(4)
13.	nıw khaaŋ-sdam mian khmaw-day krɔhɔɔm pəmaan?	(6)
14.	nıw khaaŋ-sdam mian khmaw-day khmaw pəmaan?	(2)
15.	nıw khaaŋ-sdam mian khmaw-day téŋ-ɔh pəmaan?	(17)
16.	khmaw-day lıəŋ téŋ-ɔh pəmaan?	(10)
17.	khmaw-day khiew téŋ-ɔh pəmaan?	(7)
18.	khmaw-day krɔhɔɔm téŋ-ɔh pəmaan?	(15)
19.	khmaw-day khmaw téŋ-ɔh pəmaan?	(3)
20.	khmaw-day dɔp-pram nuh póa ɛy?	(póa krɔhɔɔm)
21.	nıw khaaŋ-chvɛɛŋ mian dɔɔŋ pakaa lıəŋ pəmaan?	(2)
22.	nıw khaaŋ-chvɛɛŋ mian dɔɔŋ pakaa khiew pəmaan?	(1)

23. nɪw khaaŋ-chvɛɛŋ mian dɔɔŋ pakaa krɔhɔɔm pəmaan? (3)
24. nɪw khaaŋ-chvɛɛŋ mian dɔɔŋ pakaa khmaw pəmaan? (6)
25. nɪw khaaŋ-chvɛɛŋ mian dɔɔŋ pakaa téŋ-ɔh pəmaan? (12)
26. nɪw kɔndaal mian dɔɔŋ pakaa lɪəŋ tee? (tee)
27. nɪw kɔndaal mian dɔɔŋ pakaa khiew pəmaan? (3)
28. nɪw kɔndaal mian dɔɔŋ pakaa krɔhɔɔm pəmaan? (2)
29. nɪw kɔndaal mian dɔɔŋ pakaa khmaw pəmaan? (8)
30. nɪw kɔndaal mian dɔɔŋ pakaa téŋ-ɔh pəmaan? (13)
31. nɪw khaaŋ-sdam mian dɔɔŋ pakaa lɪəŋ pəmaan? (1)
32. nɪw khaaŋ-sdam mian dɔɔŋ pakaa khiew pəmaan? (5)
33. nɪw khaaŋ-sdam mian dɔɔŋ pakaa krɔhɔɔm pəmaan? (1)
34. nɪw khaaŋ-sdam mian dɔɔŋ pakaa khmaw pəmaan? (4)
35. nɪw khaaŋ-sdam mian dɔɔŋ pakaa téŋ-ɔh pəmaan? (11)
36. dɔɔŋ pakaa lɪəŋ téŋ-ɔh pəmaan? (3)
37. dɔɔŋ pakaa khiew téŋ-ɔh pəmaan? (9)
38. dɔɔŋ pakaa krɔhɔɔm téŋ-ɔh pəmaan? (6)
39. dɔɔŋ pakaa khmaw téŋ-ɔh pəmaan? (18)
40. dɔɔŋ pakaa dɔp-pmbɛy nuh póa ɛy? (póa khmaw)

UNIT 14

BASIC DIALOGUE

	Teacher	
1.	khmaw-day naa-muoy vɛɛŋ ciaŋ kee bɔŋ-ɔh?	Which pencil is the longest?
	First Student	
2.	khmaw-day póa lıəŋ.	The yellow pencil.
	Teacher	
3.	khmaw-day naa-muoy khlɛy ciaŋ kee bɔŋ-ɔh?	Which pencil is the shortest?
	Second Student	
4.	póə khiew.	The blue one.
	Teacher	
5.	coh khmaw-day póa krɔhɔɔm?	And the red pencil?
	Third Student	
6.	khmaw-day póa krɔhɔɔm vɛɛŋ ciaŋ khmaw day póa khiew, taɛ khlɛy ciaŋ khmaw day póa lıəŋ.	The red pencil is larger than the green one, but shorter than the yellow one.
	Teacher	
7.	coh dɔɔŋ pakaa haəy nıŋ khmaw-day póa khiew, aanaa vɛɛŋ ciaŋ?	Which is larger, the pen or the blue pencil?
	Fourth Student	
8.	khmaw-day vɛɛŋ ciaŋ.	The pencil is larger.
	Teacher	
9.	khmaw-day póa krɔhɔɔm nıw trɔŋnaa?	Where is the red pencil?
	First Student	
10.	nıw kɔndaal khmaw-day pii tiet.	Between the other two pencils.
	Teacher	
11.	haəy khmaw-day póa lıəŋ nıw trɔŋnaa?	And where is the yellow pencil?

Second Student

12. nıw khaaŋ-chvɛeŋ.	It's on the left.

Teacher

13. muoy khaaŋ-sdam póa ɛy?	What color is the one on the right?

Third Student

14. póa khiew.	It's blue.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. khmaw-day naa-muoy vɛɛŋ ciaŋ kee bɔŋ-ɔh?	2. khmaw-day póa lıəŋ.
3. khmaw-day naa-muoy khlɛy ciaŋ kee bɔŋ-ɔh?	4. póa khiew.
5. coh khmaw-day póa krɔhɔɔm?	6. khmaw-day póa krɔhɔɔm vɛɛŋ ciaŋ khmaw-day póa khiew, taɛ khlɛy ciaŋ khmaw-day póa lıəŋ.
7. coh dɔɔŋ pakaa haəy nıŋ khmaw-day, aanaa vɛɛŋ ciaŋ?	8. khmaw-day vɛɛŋ ciaŋ.
11. haəy khmaw-day póa lıəŋ nıw trɔŋnaa?	12. nıw khaaŋ-chvɛeŋ.
13. muoy khaaŋ-sdam póa ɛy?	14. póa khiew.

NOTE: Comparison of Adjectives

One set of adjective modifiers in Khmer corresponds very closely to the English modifiers and endings which form the 'comparative' and 'superlative' of adjectives (more, most, -er, -est). The corresponding Khmer forms are *ciaŋ* 'more' and *bɔmphot* 'most,' but the latter is usually replaced in colloquial speech by the phrase *ciaŋ kee bɔŋ-ɔh* 'more than all of them (others).' We have already encountered part of this phrase, *kee bɔŋ-ɔh*, in the expressions for 'first of all' and 'last of all.' (Notice, however, that the structure of these expressions is different from those involving adjectives; *mun* and *kraoy* belong to a different category of words which we can call prepositions.)

mun	'before'	mun (kee) bɔŋ-ɔh	'first of all'
kraoy	'after'	kraoy (kee) bɔŋ-ɔh	'last of all'

True adjectives have an intermediate possibility which corresponds to the English comparative in meaning: the adjective plus *ciaŋ* 'more.' In English the thing used as a standard of comparison is introduced by 'than'; in Khmer it follows directly after *ciaŋ*. When the standard of comparison is *kee bɔŋ-ɔh* 'all of them,' we have the effect of the English superlative. (Note, however, that kee cannot be omitted in adjective expressions as it can be in 'first' and 'last' - see above.) Examples:

vεεŋ 'long'	vεεŋ ciaŋ 'longer'	vεεŋ ciaŋ X 'longer than X'	vεεŋ ciaŋ kee bɔŋ-ɔh 'longest of all'
khlεy 'short'	khlεy ciaŋ 'shorter'	khlεy ciaŋ X 'shorter than X'	khlεy ciaŋ kee bɔŋ-ɔh 'shortest of all'

Other adjectives you have had which can be compared as above are the following:

lʔɔɔ	'good'	khlaŋ	'strong, loud'
sruol	'easy'	tεc	'little, soft'
pibaaʔ	'hard'	ñóp	'fast'
ŋiey	'easy'	yiit	'slow'

RESPONSE DRILLS

Drill A.

MODEL: Teacher:	khmaw-day naa-muoy khlεy ciaŋ kee bɔŋ-ɔh? (póa khiew)	Which pencil is the shortest? (blue)
Student:	khmaw-day póa khiew khlεy ciaŋ kee bɔŋ-ɔh.	The blue pencil is the shortest.
1.	dɔɔŋ pakaa naa-muoy khlεy ciaŋ kee bɔŋ-ɔh? (póa khmaw)	Which pen is the shortest? (black)
	dɔɔŋ pakaa póa khmaw khlεy ciaŋ kee bɔŋ-ɔh.	The black pen is the shortest.
2.	khmaw-day naa-muoy vεεŋ ciaŋ kee bɔŋ-ɔh? (póa liəŋ)	Which pencil is the longest? (yellow)
	khmaw-day póa liəŋ vεεŋ ciaŋ kee bɔŋ-ɔh.	The yellow pencil is the longest.
3.	dɔɔŋ pakaa naa-muoy vεεŋ ciaŋ kee bɔŋ-ɔh? (póa krɔhɔɔm)	Which pen is the longest? (red)
	dɔɔŋ pakaa póa krɔhɔɔm vεεŋ ciaŋ kee bɔŋ-ɔh.	The red pen is the longest.
4.	mee-rien naa sruol ciaŋ kee bɔŋ-ɔh? (tii-muoy)	Which lesson is the easiest? (first)
	mee-rien tii-muoy sruol ciaŋ kee bɔŋ-ɔh.	The first lesson is the easiest.
5.	khlia tii-pəmaan pibaaʔ ciaŋ kee bɔŋ-ɔh? (tii-pmmuoy)	Which sentence is the hardest? (sixth)
	khlia tii-pmmuoy pibaaʔ ciaŋ kee bɔŋ-ɔh.	The sixth sentence is the hardest.

6.	khlia tii-pəmaan vɛɛŋ ciaŋ kee bɔŋ-ɔh? (tii-pii)	Which sentence is the longest? (second)
	khlia tii-pii vɛɛŋ ciaŋ kee bɔŋ-ɔh.	The second sentence is the longest.

Drill B.

MODEL: Teacher:	dɔɔŋ pakaa haəy nɨŋ khmaw-day póa khiew, aanaa vɛɛŋ ciaŋ? (khmaw-day póa khiew)	Which is longer, the pen or the blue pencil? (blue pencil)
Student:	khmaw-day póa khiew vɛɛŋ ciaŋ.	The blue pencil is longer.
1.	khmaw-day póa lɨəŋ haəy nɨŋ khmaw-day póa krɔhɔɔm, aanaa khlɛy ciaŋ? (khmaw-day póa krɔhɔɔm)	Which is shorter, the yellow pencil or the red pencil? (red pencil)
	khmaw-day póa krɔhɔɔm khlɛy ciaŋ.	The red pencil is shorter.
2.	mee-rien tii-dɔpbɛy haəy nɨŋ mee-rien tii-dɔpbun,aanaa sruol ciaŋ? (tii-dɔpbɛy)	Which is easier, lesson 13 or lesson 14? (13)
	mee-rien tii-dɔpbɛy sruol ciaŋ.	Lesson 13 is easier.
3.	aʔsɔɔ ɔŋglee haəy nɨŋ aʔsɔɔ khmaɛ, aanaa pibaaʔ ciaŋ. (Khmaɛ)	Which is harder, the English alphabet or the Khmer alphabet? (Khmer)
	aʔsɔɔ khmaɛ pibaaʔ ciaŋ.	The Khmer alphabet is harder.
4.	koun səh haəy nɨŋ kruu, néʔnaa məəl ñóp ciaŋ? (kruu)	Who reads faster, the students or the teacher? (teacher)
	kruu məəl ñóp ciaŋ.	The teacher reads faster.

Drill C.

MODEL: Teacher:	khmaw-day póa krɔhɔɔm nɨw trɔŋnaa? (nɨw kɔndaal)	Where is the red pencil? (in the middle)
Student:	khmaw-day póa krɔhɔɔm nɨw kɔndaal.	The red pencil is in the middle.
1.	khmaw-day póa lɨəŋ nɨw trɔŋnaa? (khaaŋ-sdam)	Where is the yellow pencil? (on the right)
	khmaw-day póa lɨəŋ nɨw khaaŋ-sdam.	The yellow pencil is on the right.
2.	khmaw-day póa khiew nɨw trɔŋnaa? (khaaŋ-sdam)	Where is the blue pencil? (on the right)
	khmaw-day póa khiew nɨw khaaŋ-sdam.	The blue pencil is on the right.

3. dɔɔŋ pakaa póa khmaw nɨw trɔŋnaa? (khaaŋ-muk look) dɔɔŋ pakaa póa khmaw nɨw khaaŋ-muk khñom.	Where is the black pen? (in front of you) The black pen is in front of me.
4. ruup thɔɔt look kruu nɨw trɔŋnaa? (cɨt khdaa-khien) ruup thɔɔt look kruu nɨw cɨt khdaa-khien.	Where is the teacher's picture? (near the blackboard) The teacher's picture is near the blackboard.
5. phaɛn-tii srok khmaɛ nɨw trɔŋnaa? (kɔndaal phaɛn-tii pii tiet) phaɛn-tii srok khmaɛ nɨw kɔndaal phaɛn-tii pii tiet.	Where is the map of Cambodia? (between the other two pictures) The map of Cambodia is between the other two pictures.
6. kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ nɨw trɔŋnaa? (kraoy khnɔɔŋ khñom) kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ nɨw kraoy khnɔɔŋ look.	Where is the chart for teaching Khmer letters? (behind me) The chart for teaching Khmer letters is behind you.

EQUIVALENCE DRILLS

Drill A.

MODEL: Teacher:	khmaw-day póa lɨəŋ vɛɛŋ ciaŋ khmaw-day póa krɔhɔɔm.	The yellow pencil is longer than the red pencil.
Student:	khmaw-day póa krɔhɔɔm khlɛy ciaŋ khmaw-day póa lɨəŋ.	The red pencil is shorter than the yellow pencil.

1. dɔɔŋ pakaa póa khmaw khlɛy ciaŋ dɔɔŋ pakaa póa khiew.	The black pen is shorter than the blue pen.
dɔɔŋ pakaa póa khiew vɛɛŋ ciaŋ dɔɔŋ pakaa póa khmaw.	The blue pen is longer than the black pen.
2. mee-rien tii-dɔpbuon pibaaʔ ciaŋ mee-rien tii-dɔpbɛy.	Lesson 14 is harder than Lesson 13.
mee-rien tii-dɔpbɛy sruol ciaŋ mee-rien tii-dɔpbuon.	Lesson 13 is easier than Lesson 14.
3. aʔsɔɔ ɔŋglee sruol ciaŋ aʔsɔɔ khmaɛ.	The English alphabet is easier than the Khmer alphabet.
aʔsɔɔ khmaɛ pibaaʔ ciaŋ aʔsɔɔ ɔŋglee.	The Khmer alphabet is harder than the English alphabet.
4. koun səh məəl yɨɨt ciaŋ kruu.	The students read slower than the teacher.
kruu məəl ñóp ciaŋ koun səh.	The teacher reads faster than the students.

5.	look thaa khlaŋ ciaŋ khñom.	You say it louder than I do.
	khñom thaa tɛc ciaŋ look.	I say it softer than you do.
6.	khlia nih ŋiey yúl ciaŋ khlia kraoy.	This sentence is easier to understand than the next one.
	khlia kraoy pibaaʔ yúl ciaŋ khlia nih.	The next sentence is harder to understand than this one.

Drill B.

MODEL: Teacher: khmaw-day póa khiew khlɛy. khmaw-day aɛtiet vɛɛŋ. — The blue pencil is short. The other pencils are long.

Student: khmaw-day póa khiew khlɛy ciaŋ kee bɔŋ-ɔh. — The blue pencil is the shortest of all.

1.	dɔɔŋ pakaa póa krɔhɔɔm vɛɛŋ. dɔɔŋ pakaa aɛtiet khlɛy.	The red pen is long. The other pens are short.
	dɔɔŋ pakaa póa krɔhɔɔm vɛɛŋ ciaŋ kee bɔŋ-ɔh.	The red pen is the longest of all.
2.	mee-rien nih pibaaʔ. mee-rien aɛtiet sruol.	This lesson is hard. The other lessons are easy.
	mee-rien nih pibaaʔ ciaŋ kee bɔŋ-ɔh.	This lesson is the hardest of all.
3.	khlia tii-pmmuoy vɛɛŋ. khlia aɛtiet khlɛy.	Sentence six is long. The other sentences are short.
	khlia tii-pmmuoy vɛɛŋ ciaŋ kee bɔŋ-ɔh.	Sentence six is the longest of all.
4.	siew-phıw nih sruol. siew-phıw aɛtiet pibaaʔ.	This yellow book is easy. The other books are hard.
	siew-phıw nih sruol ciaŋ kee bɔŋ-ɔh.	This yellow book is the easiest of all.
5.	koun səh khaaŋ-sdam məəl ñóp. koun səh aɛtiet məəl yııt.	The student on the right reads fast. The other students read slow.
	koun səh khaaŋ-sdam məəl ñóp ciaŋ kee bɔŋ-ɔh.	The student on the right reads fastest of all.
6.	ruup thɔɔt khaaŋ-chvɛɛŋ lʔɔɔ. ruup thɔɔt aɛtiet mın lʔɔɔ tee.	The picture on the left is good. The other pictures are no good.
	ruup thɔɔt khaaŋ-chvɛɛŋ lʔɔɔ ciaŋ kee bɔŋ-ɔh.	The picture on the left is the best of all.

Drill C.

MODEL:	Teacher:	khmaw-day pɔ́a krɔhɔɔm nɪw kɔndaal khmaw-day pii tiet.	The red pencil is between two other pencils.
	Student:	mian khmaw-day muoy nɪw khaaŋ-chvɛɛŋ, haəy mian khmaw-day muoy tiet nɪw khaaŋ-sdam.	There is one pencil to the left, and another one to the right.

1.	siew-phɪw pɔ́a lɪəŋ nɪw kɔndaal siew-phɪw pii tiet.	The yellow book is between two other books.
	mian siew-phɪw muoy nɪw khaaŋ-chvɛɛŋ, haəy mian siew-phɪw muoy tiet nɪw khaaŋ-sdam.	There is one book to the left, and another one to the right.
2.	phaɛn-tii tii-krɔŋ phnum piñ nɪw kɔndaal phaɛn-tii pii tiet.	The map of Phnom Penh is between two other maps.
	mian phaɛn-tii muoy nɪw khaaŋ-chvɛɛŋ, haəy mian phaɛn-tii muoy tiet nɪw khaaŋ-sdam.	There is one map to the left and another one to the right.
3.	dɔɔŋ pakaa pɔ́a khmaw nɪw kɔndaal dɔɔŋ pakaa pii tiet.	The black pen is between two other pens.
	mian dɔɔŋ pakaa muoy nɪw khaaŋ-chvɛɛŋ, haəy mian dɔɔŋ pakaa muoy tiet nɪw khaaŋ-sdam.	There is one pen to the left and another one to the right.
4.	ruup thɔɔt look kruu nɪw kɔndaal ruup thɔɔt pii tiet.	The teacher's picture is between two other pictures.
	mian ruup thɔɔt muoy nɪw khaaŋ-chvɛɛŋ, haəy mian ruup thɔɔt muoy tiet nɪw khaaŋ-sdam.	There is one picture to the left, and another one to the right.

Drill D.

MODEL:	Teacher:	khmaw-day pɔ́a krɔhɔɔm vɛɛŋ ləmɔɔm.	The red pencil is of average length.
	Student:	khmaw-day pɔ́a krɔhɔɔm vɛɛŋ ciaŋ khmaw-day khlah, khlɛy ciaŋ khmaw-day khlah.	The red pencil is longer than some pencils and shorter than others.

1.	mee-rien tii-dɔppii sruol ləmɔ́ɔm.	Lesson 12 is of average difficulty.
	mee-rien tii-dɔppii sruol ciaŋ mee-rien khlah, pibaaʔ ciaŋ mee-rien khlah.	Lesson 12 is easier than some lessons and harder than others.

2. koun səh khaaŋ-chvɛeŋ nuh məəl ñóp ləmóom.	The student on the left reads at the proper speed.
koun səh khaaŋ-chvɛeŋ nuh məəl ñóp ciaŋ koun səh khlah, yɪɪt ciaŋ koun səh khlah.	The student on the left reads faster than some students and slower than others.
3. koun səh khaaŋ-sdam nuh niyiey khlaŋ ləmóom.	The student on the right speaks just loud enough.
koun səh khaaŋ-sdam nuh niyiey khlaŋ ciaŋ koun səh khlah, tɛc ciaŋ koun səh khlah.	The student on the right speaks louder than some students and softer than others.
4. khlia tii-pmpɪl vɛɛŋ ləmóom.	Sentence seven is of average length.
khlia tii-pmpɪl vɛɛŋ ciaŋ khlia khlah, khlɛy ciaŋ khlia khlah.	Sentence seven is longer than some sentences and shorter than others.

UNIT 15

NARRATION

1. kee niyiey ɔmpii rəbɔh khlah nɨw khnoŋ bɔntup rien.

2. kruu suo tɨw koun səh nɨw sɔmnuo khlah, douccia: aanih sʔɛy?

3. kruu bɔŋhaañ khmaw-day tɨw koun səh.

4. koun səh mənéʔ chlaəy sɔmnuo kruu.

5. kee thaa: nih cia khmaw-day.

6. kruu cɔŋʔol tɨw siew-phɨw, haəy suo thaa: coh aanuh?

7. koun səh mənéʔ tiet kraok chóo, haəy chlaəy thaa: nuh cia siew-phɨw.

8. mian rəbɔh khlah tiet daɛl kee niyiey khnia nɨw khnoŋ bɔntup rien.

9. sʔɛy nɨw cɨñcéŋ, kruu suo tɨw koun səh.

10. koun səh mənéʔ chlaəy thaa nɨw cɨñcéŋ mian ruup thɔɔt pram, haəy nɨŋ phaɛn-tii muoy.

1. They are talking about things in the classroom.
2. The teacher asks the students various questions, such as: 'What's this?'
3. The teacher shows pencils to the students.
4. One of the students answers the teacher's question.
5. He says: 'These are pencils.'
6. The teacher points to a book and asks: 'And what about that?
7. Another student stands up and replies: 'That's a book.'
8. There are other things which they talk about in the classroom.
9. 'What's on the wall?' the teacher asks the students.
10. One of the students answers that on the wall there are five pictures and one map.

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11. haəy kruu suo tiet thaa: phaɛn-tii srok ɛy?

12. koun səh tii-muoy chlaəy thaa: phaɛn-tii srok khmaɛ.

13. kee chlaəy trəw, pontaɛ kót cɔŋ dəŋ ɔmpii ruup muoy tiet daɛl nɨw khaaŋ-chvɛeŋ.

14. koun səh nuh kɔ prap tɨw kruu thaa, cia phaɛn-tii tii-krɔŋ phnum piñ.

15. taɛ mian kumnuu muoy tiet nɨw cɨt khdaa khien.

16. kruu cɔŋ dəŋ thaa, taə kumnuu nuh sɔmrap thvəə ɔvɛy?

17. koun səh mənéʔ chlaəy thaa: kumnuu nuh sɔmrəp bɔŋrien aʔsɔɔ khmaɛ.

18. koun səh mənéʔ tiet suo tɨw kruu thaa: taə kee rien sɔsɛe aʔsɔɔ ɛyləw nɨŋ?

19. kruu kɔ prap tɨw kee thaa: ntɛc tiet baan yəəŋ rien.

20. haəy koun səh kɔɔ chup suo.

11. Then the teacher asks further: 'A map of what country?'
12. The first student answers: 'It's a map of Cambodia.'
13. The answer is correct, but he wants to know about another map which is to the left.
14. So the student tells him that it's a map of the city of Phnom Penh.
15. But there is another chart near the blackboard.
16. The teacher wants to know what the purpose of the chart is.
17. A student answers: 'That chart is for teaching the Khmer alphabet.'
18. Another student asks the teacher whether they are going to learn how to write right away.
19. But the teacher tells him, 'It'll be a while before we study that.'
20. Then the students stop asking questions.

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21. kruu kan khmaw-day nıw day, haəy suo tıw koun səh.

22. kót suo tıw kee thaa: khñom mian khmaw-day pəmaan?

23. koun səh məneˀ chlaəy thaa: look kruu mian khmaw-day bɛy.

24. mədɔɔŋ nih kee niyiey ɔmpii póa.

25. khmaw-day khaaŋ-chvɛɛŋ póa ɛy?

26. koun səh məneˀ chlaəy thaa: póa lıəŋ.

27. kraoy móoˀ, kruu suo tıw kee tiet thaa:

28. muoy nıw khaaŋ-sdam haəy nıŋ nıw kɔndaal póa ɛy?

29. kee chlaəy thaa: muoy nıw khaaŋ-sdam póa khiew, muoy nıw kɔndaal póa krɔhɔɔm.

30. ruoc haəy, kee niyiey khnia ɔmpii dɔɔŋ pakaa, haəy nıŋ póa ney dɔɔŋ pakaa téŋ-ɔh nuh.

21. The teacher holds some pencils in his hand and questions the students.
22. He asks them: 'How many pencils do I have?'
23. A student answers: 'You have three pencils, teacher.'
24. This time they talk about colors.
25. 'What color is the pencil on the left?'
26. A student replies: 'It's yellow.'
27. Later, the teacher asks them further as follows:
28. 'What color are the one on the right and the one in the middle?'
29. They answer: 'The one on the right is blue, and the one in the middle is red.'
30. When that's over, they talk about fountain pens and the colors of the pens.

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31. mədɔɔŋ nih kruu kan khmaw-day pii nıw day.

32. kót suo tıw koun səh thaa: khmaw-day naa muoy vɛɛŋ ciaŋ kee bɔŋ-ɔh?

33. koun səh məneˀ yúl sɔmnuo, kɔɔ chlaəy thaa: khmaw-day póa lıəŋ vɛɛŋ ciaŋ kee bɔŋ-ɔh.

34. kruu kɔ suo tıw koun səh məneˀ tiet:

35. coh khmaw-day naa khlɛy ciaŋ kee bɔŋ-ɔh?

36. kee chlaəy thaa: khmaw-day póa krɔhɔɔm khlɛy ciaŋ kee bɔŋ-ɔh.

37. kraoy pii nih, kee niyiey ɔmpii dɔɔŋ pakaa haəy nɪŋ khmaw-day.

38. kruu bɔŋrien, kót cɔŋ dəŋ thaa tae khmaw-day póa khiew vɛɛŋ ciaŋ dɔɔŋ pakaa rɪ-ɛy?

39. koun səh mənéʔ chlaəy khoh.

40. haəy kruu kɔɔ bɔŋkóp aoy koun səh mənéʔ tiet chlaəy sɔmnuo dɔdaɛl.

31. This time the teacher holds two pencils in his hand.
32. He asks the students: 'Which pencil is longest?'
33. A student understands the question and replies that the yellow pencil is longest.
34. So the teacher asks another student:
35. 'And which pencil is shortest?'
36. He answers: 'The red pencil is shortest.'
37. After this, they talk about pens and pencils.
38. The teacher would like to know whether the blue pencil is longer than the pen.
39. One of the students answers wrong.
40. So then the teacher orders another student to answer the same question.

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NEW VOCABULARY

New items used in the Narration above include the following:

1. Verbs

niyiey	to speak, talk	kan	to hold
bɔŋhaañ	to show	bɔŋkóp	to order, command
cɔŋʔol	to point out		
kraok	to get up		
chóo	to stand		
dəŋ	to know		
chup	to stop		

2. Nouns

bɔntup	room
bɔntup rien	classroom
day	hand (cf. khmaw-day, 'hand-black')

3. Functional Words

ɛyləw nıŋ	immediately (cf. ɛyləw nih)		
ɔvɛy = ɛy	what	pontaɛ = taɛ	but
ɔmpii	about, concerning	pii	from
nıw	at, in	ney	of

(suo... nıw sɔmnuo khlah 'ask (in) various questions');
douccia 'such as' (douc 'like' - cia 'to be');
baan (introducing a clause) 'only then, no sooner then that';
kɔ, kɔɔ 'so, then' (corrects clauses);
taə 'whether' (introduces included questions; see below.)

NOTE: Included Quotations; /thaa/ and /taə/

We have now encountered two conjunction-like words which characteristically introduce quoted material: thaa 'as follows' and taə 'question follows.' thaa, of course, is also a verb meaning 'to say,' but taə has no other function. Both words are usually untranslatable in English in the context of a direct quotation, but when the quotation is indirect, thaa can often be translated as 'that' and taə as 'whether' or 'if.' Either word precedes the entire quoted clause; if both are present in the same context, thaa precedes taə. Examples:

kee haw thaa siew-phıw.		'They call it 'book.'
meəl thaa khmaɛ sruol rien.		'It reads 'Khmer is easy to learn.'
kót chlaəy thaa: nuh cia siew-phıw.		'He answered, 'That's a book.'
	or	'He answered that that was a book.'
koun səh prap tıw kruu thaa cia phaɛn-tii.		'The student told the teacher, 'It's a map.'
	or	'The student told the teacher that it was a map.
kruu suo tiet thaa: phaɛn-tii srok ɛy?		'The teacher asked further, 'What country is it a map of?'
koun səh suo tıw kruu thaa: taə kee rien sɔsɛɛ aʔsɔɔ ɛyləw nıŋ?		'The students ask the teacher 'Are we going to learn to write right away?'
	or	'The students ask the teacher whether they are going to learn to write right away.
kruu cɔŋ dəŋ thaa taə kumnuu nuh sɔmrap thvəə ɔvɛy?		'The teacher wants to know, 'What is that chart used for?'
	or	'The teacher wants to know what the chart is used for.

Note that the contrast between direct and indirect quotations, a real feature of English discourse, does not really exist in Khmer. Any kind of quotation can be introduced by thaa, and the translation can be either direct or indirect (except in examples like the first two above). Here is a partial list of verbs which are likely to be followed by thaa in Khmer:

niyıey	'to speak'	dəŋ	'to know'
prap	'to tell'	kıt	'to think'
suo	'to ask'	məəl	'to read'
chlaəy	'to answer'	sɔsɛe	'to write'
haw	'to call'	bɔŋkóp	'to order'

tae is most commonly used before yes-no questions included in a larger context. (When it occurs before an independent question, it has a slightly literary flavor.) Note that included information questions (such as the fifth example above and several others like it in the Narration) are likely to be introduced only by thaa. But after expressions like coŋ dəŋ 'wants to know' (see last example) the tendency to introduce even information questions with tae is a strong one. Yes-no questions introduced by tae are often followed by rı-ɛy? instead of tee? Example:

kót coŋ dəŋ thaa tae khmaw-day póa khiew vɛɛŋ ciaŋ dɔɔŋ pakaa rı-ɛy?	'He wants to know whether the blue pencil is larger than the pen (or what).'

The first two transformation drills below concentrate on the use of the included quotation markers.

TRANSFORMATION DRILLS

Drill A. Including Quoted Statements

MODEL: Teacher:	nih cia khmaw-day. (koun səh mənéʔ chlaəy)	This is a pencil. (One student answers)
Student:	koun səh mənéʔ chlaəy thaa: nih cia khmaw-day.	One student answers that this is a pencil.

1.	nih cia phaɛn-tii tii-krɔŋ phnum piñ. (koun səh nuh prap tıw kruu)	This is a map of Phnom Penh. (The student tells the teacher)
	koun səh nuh prap tıw kruu thaa: nih cia phaɛn-tii tii-krɔŋ phnum piñ.	The student tells the teacher that this is a map of Phnom Penh.
2.	mian rəbɔh khlah nıw khnɔŋ bɔntup rien. (kee niyiey)	There are some things in the classroom. (They say)
	kee niyiey thaa mian rəbɔh khlah nıw khnɔŋ bɔntup rien.	They say there are some things in the classroom.
3.	khmaɛ sruol rien. (khlia mun bɔŋ-ɔh məəl)	Khmer is easy to learn. (The first sentence reads)
	khlia mun bɔŋ-ɔh məəl thaa khmaɛ sruol rien.	The first sentence reads: 'Khmer is easy to learn.'
4.	ntɛc tiet baan yəəŋ rien. (kruu chlaəy tıw kee)	It'll be a little while before we study it. (The teacher tells them)
	kruu chlaəy tıw kee thaa: ntɛc tiet baan yəəŋ rien.	The teacher tells them that it'll be a little while before they study it.

Drill B. Including Quoted Questions

MODEL: Teacher: nuh cia siew-phıw!? (kruu suo)	Is that a book? (The teacher asks)
Student: kruu suo thaa: nuh cia siew-phıw (rıh)?	The teacher asks whether that's a book.
1. kee rien sɔsɛe aʔsɔɔ ɛyləw nıŋ!? (koun səh suo tıw kruu)	They're going to study the alphabet now? (The students ask the teacher)
koun səh suo tıw kruu thaa: kee rien sɔsɛe aʔsɔɔ ɛyləw nıŋ (rıh)?	The students ask the teacher whether they are going to study the alphabet now.
2. sʔɛy nıw cıñcéŋ? (kruu suo tıw koun səh)	What's on the wall? (The teacher asks the students)
kruu suo tıw koun səh thaa: sʔɛy nıw cıñcéŋ?	The teacher asks the students what's on the wall.
3. kumnuu nuh sɔmrap thvəə ɛy? (kruu cɔŋ dəŋ)	What's that chart for? (The teacher wants to know)
kruu cɔŋ dəŋ thaa: kumnuu nuh sɔmrap thvəə ɛy?	The teacher wants to know what that chart is for.
4. khñom mian khmaw-day pəmaan nıŋ? (kót suo tıw kee)	How many pencils do I have here? (He asks them)
kót suo tıw kee thaa: khñom mian khmaw-day pəmaan nıŋ?	He asks them how many pencils he has there.

Drill C. Including Yes-No Questions

MODEL: Teacher: khmaɛ sruol rien tee? (khñom suo)	Is Khmer easy to learn? (I'm asking)
Student: khñom suo thaa taə khmaɛ sruol rien tee?	I'm asking if Khmer is easy to learn.
1. look lıı tee? (khñom suo)	Do you hear? (I'm asking)
khñom suo thaa taə look lıı tee?	I'm asking if you hear.
2. look téŋ-ɔh khnia róoʔ kheəñ tee? (khñom suo)	Have you all found it? (I'm asking)
khñom suo thaa taə look téŋ-ɔh khnia róoʔ kheəñ tee?	I'm asking if you have all found it.
3. yııt ləmóom tee, look kruu? (khñom suo)	Is that slow enough, teacher? (I'm asking)
khñom suo thaa taə yııt ləmóom tee, look kruu?	I'm asking if that's slow enough, teacher.

4.	néʔ bɔntóp, ɔŋglee pibaaʔ sɔsɛe tee? (khñom suo néʔ bɔntóp)	Next person, is English hard to write? (I'm asking the next person)
	khñom suo néʔ bɔntóp thaa taə ɔŋglee pibaaʔ sɔsɛe tee?	I'm asking the next person if English is hard to write.
5.	khlia nih, look téŋ-ɔh khnia yúl tee? (khñom suo look téŋ-ɔh khnia)	This sentence, do you all understand it? (I'm asking all of you)
	khñom suo look téŋ-ɔh khnia thaa taə yúl khlia nih tee?	I'm asking all of you if you understand this sentence.

EQUIVALENCE DRILLS

Drill A.

MODEL:	Teacher:	aanih vɛɛŋ, taɛ aanuh vɛɛŋ ciaŋ.	This one is long, but that one is longer.
	Student:	aanuh vɛɛŋ ciaŋ aanih.	That one is longer than this one.

1.	khmaw-day krɔhɔɔm khlɛy, taɛ aakhiew khlɛy ciaŋ.	The red pencil is short, but the blue one is shorter.
	khmaw-day khiew khlɛy ciaŋ khmaw-day krɔhɔɔm.	The blue pencil is shorter than the red one.
2.	mee-rien tii-dɔpbɛy pibaaʔ, taɛ mee-rien nih pibaaʔ ciaŋ.	Lesson 13 is hard, but this lesson is harder.
	mee-rien nih pibaaʔ ciaŋ mee-rien tii-dɔpbɛy.	This lesson is harder than Lesson 13.
3.	dɔɔŋ pakaa póa khmaw sruol sɔsɛe, taɛ dɔɔŋ pakaa póa liəŋ sruol ciaŋ.	The black pen is easy to write with, but the yellow one is easier.
	dɔɔŋ pakaa póa liəŋ sruol sɔsɛe ciaŋ dɔɔŋ pakaa póa khmaw.	The yellow pen is easier to write with than the black one.
4.	look məəl ñóp, taɛ look kruu məəl ñóp ciaŋ.	You read fast, but the teacher reads faster.
	look kruu məəl ñóp ciaŋ look.	The teacher reads faster than you do.
5.	khmaw-day khaaŋ-chvɛeŋ póa krɔhɔɔm, taɛ muoy kɔndaal krɔhɔɔm ciaŋ.	The pencil on the left is red, but the one in the middle is redder.
	muoy kɔndaal krɔhɔɔm ciaŋ khmaw-day khaaŋ-chvɛeŋ.	The pencil in the middle is redder than the pencil on the left.

6. ruup thɔɔt nih lʔɔɔ, taɛ muoy cit khdaa-khien lʔɔɔ ciaŋ.	This picture is good, but the one near the blackboard is better.
muoy cit khdaa khien lʔɔɔ ciaŋ ruup thɔɔt nih.	The picture near the blackboard is better than this one.

Drill B.

MODEL: **Teacher**:	khmaw-day pɔ́a khiew khlɛy ciaŋ kee bɔŋ-ɔh.	The blue pencil is the shortest of all.
Student:	khmaw-day pɔ́a khiew khlɛy; khmaw-day aɛtiet vɛɛŋ.	The blue pencil is short; the other pencils are long(er).

1. dɔɔŋ pakaa pɔ́a krɔhɔɔm vɛɛŋ ciaŋ kee bɔŋ-ɔh.	The red pen is the longest of all.
dɔɔŋ pakaa pɔ́a krɔhɔɔm vɛɛŋ; dɔɔŋ pakaa aɛtiet khlɛy.	The red pen is long. The other pens are short.
2. mee-rien nih pibaaʔ ciaŋ kee bɔŋ-ɔh.	This lesson is the hardest of all.
mee-rien nih pibaaʔ; mee-rien aɛtiet sruol.	This lesson is hard. The other lessons are easy.
3. siew-phıw lıəŋ sruol ciaŋ kee bɔŋ-ɔh.	The yellow book is the easiest of all.
siew-phıw lıəŋ sruol; siew-phıw aɛtiet pibaaʔ.	The yellow book is easy. The other books are hard.
4. koun səh khaaŋ-sdam nuh məəl ñóp ciaŋ kee bɔŋ-ɔh.	The student on the right reads fastest of all.
koun səh khaaŋ-sdam nuh məəl ñóp; koun səh aɛtiet məəl yııt.	The student on the right reads fast. The other students read slowly.
5. phaɛn-tii khaaŋ-chvɛeŋ nuh lʔɔɔ ciaŋ kee bɔŋ-ɔh.	That map on the left is the best of all.
phaɛn-tii khaaŋ-chvɛeŋ nuh lʔɔɔ; phaɛn-tii aɛtiet mın lʔɔɔ tee.	That map on the left is good. The other maps are not (as) good.

Drɨll C.

MODEL: Teacher:	khmaw-day muoy nɨw khaaŋ-chvɛeŋ khmaw-day nih, haəy khmaw-day muoy tiet nɨw khaaŋ-sdam khmaw-day nih.	One pencil is to the left of this pencil, and another is to the right of it.
Student:	khmaw-day nih nɨw kɔndaal khmaw-day pii tiet.	The pencil is between two other pencils.
1.	phaɛn-tii muoy nɨw khaaŋ-chvɛeŋ phaɛn-tɨɨ nih, haəy phaɛn-tii muoy tiet nɨw khaaŋ-sdam phaɛn-tii nih.	One map is to the left of this map, and another to the right of it.
	phaɛn-tii nih nɨw kɔndaal phaɛn-tii pii tiet.	The map is between two other maps.
2.	siew-phɨw muoy nɨw khaaŋ-muk siew-phɨw nih, haəy siew-phɨw muoy tiet nɨw khaaŋ-kraoy siew-phɨw nih.	One book is to in front of this book, and another behind it.
	siew-phɨw nih nɨw kɔndaal siew-phɨw pii tiet.	The book is between two other books.
3.	kumnuu muoy nɨw khaaŋ-sdam kumnuu nih, haəy kumnuu muoy tiet nɨw khaaŋ-chvɛeŋ kumnuu nih.	One chart is to the left of this chart, and another to the right of it.
	kumnuu nih nɨw kɔndaal kumnuu pii tiet.	The chart is between two other charts.
4.	dɔɔŋ pakaa muoy nɨw khaaŋ-chvɛeŋ dɔɔŋ pakaa nih, haəy dɔɔŋ pakaa muoy tiet nɨw khaaŋ-sdam dɔɔŋ pakaa nih.	One pen is to the left of this pen, and another to the right of it.
	dɔɔŋ pakaa nih nɨw kɔndaal dɔɔŋ pakaa pii tiet.	The pen is between two other pens.

UNIT 16

BASIC DIALOGUE

	Teacher	
1.	siew-phıw məkumnóo nih, téŋ-ɔh pəmaan?	How many books in all in this pile?
	First Student	
2.	baat, mian siew-phıw buon.	There are four books.
	Teacher	
3.	aamuoy khaaŋ-ləə póa ɛy?	What color is the one on top?
	Second Student	
4.	póa khiew cah.	It's dark blue.
	Teacher	
5.	coh aamuoy khaaŋ-kraom póa ɛy?	And the one on the bottom-what color?
	Third Student	
6.	póa meek.	It's sky-blue.
	Teacher	
7.	haəy coh aamuoy bɔntóp pii aakraom kee bɔŋ-ɔh?	And how about the one next to the one on the bottom?
	First Student	
8.	siew-phıw nuh póa sɔɔ.	That book is white.
	Teacher	
9.	haəy coh aamuoy bɔntóp pii aaləə kee bɔŋ-ɔh?	And how about the one next to the one on the top?
	Second Student	
10.	póa lıəŋ tum.	It's orange:
	Teacher	
11.	coh sʔɛy khmaw nuh, cia siew-phıw meəl daɛ♩?	And that black thing there - is that a (reading) book too?
	Third Student	
12.	tee, mın mɛɛn tee. nuh cia siew-phıw sɔsɛe tee.	No, it isn't. That's a (writing) notebook.

DIALOGUE AND VARIATIONS FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. siew-phıw mekumnóo nih, téŋ-ɔh pəmaan?	2. baat, mian siew-phıw buon.
3. aamuoy khaaŋ-ləə póa ɛy?	4. póa khiew cah.
5. coh aamuoy khaaŋ-kraom póa ɛy?	6. póa meek.
7. haəy coh aamuoy bɔntóp pii aakraom kee bɔŋ-ɔh?	8. siew-phıw nuh póa sɔɔ.
9. haəy coh aamuoy bɔntóp pii aaləə kee bɔŋ-ɔh?	10. póa lıəŋ tum.
11. coh sʔɛy khmaw nuh, cia siew-phıw məəl daɛ!?	12. tee, mın mɛɛn tee. nuh cia siew-phıw sɔsɛe.

Varıatıon One:

kruu bɔŋrien	koun səh
1. look mian siew-phıw sɔsɛe pəmaan nıw nuh?	2. khñom mian buon.
3. aamuoy khaaŋ-ləə póa ɛy?	4. póa krɔhɔɔm.
5. coh aamuoy khaaŋ-kraom póa ɛy?	6. póa lıəŋ.
7. haəy coh aamuoy bɔntóp pii aakraom kee bɔŋ-ɔh?	8. siew-phıw nuh póa khiew.
9. haəy coh aamuoy bɔntóp pii aaləə kee bɔŋ-ɔh?	10. póa khmaw.
11. coh sʔɛy póa sɔɔ nuh, cia siew-phıw sɔsɛe daɛ!?	12. tee, mın mɛɛn tee. nuh cia siew-phıw məəl tee.

Varıatıon Two:

1. siew-phıw téŋ-ɔh pəmaan, mekumnóo nuh?	2. khñom mian siew-phıw prambɛy nıw nih.
3. siew-phıw pii khaaŋ-ləə póa ɛy?	4. pii khaaŋ-ləə póa khiew cah.
5. coh pii khaaŋ-kraom póa ɛy?	6. póa meek.
7. haəy coh siew-phıw pii bɔntóp pii siew-phıw kraom kee bɔŋ-ɔh?	8. siew-phıw pii nuh póa sɔɔ.

9. haəy coh siew-phıw pii bɔntóp pii siew-phıw ləə kee bɔŋ-ɔh?

10. póa lıəŋ tum.

11. coh sʔɛy khmaw nuh, cia siew-phıw məəl daɛ!?

12. tee, mın mɛɛn tee. nuh cia siew-phıw sɔsɛe.

NOTE: Interrogative Words

We have now encountered most of the common interrogative words which Khmer uses to make information questions (see Note 3, Unit Four). The interrogative words can be summarized in terms of what kinds of words or constructions they replace in the sentence, and by extension from that, what kinds of information they are designed to elicit from the person being questioned.

1) Replacing Nouns and Noun Phrases

néʔ-naa	'who'
ɛy	'what?'
sʔɛy	'what sort of thing? something or other'
ɔvɛy	'what? what sort of thing?'

Examples

look
khñom
koun səh
kruu bɔŋrien
siew-phıw
mee-rien
khmaw-day
phaɛn-tii

The difference between /ɛy/ and /sʔɛy/ is partly semantic and partly functional. /sʔɛy/ corresponds to the full phrase /cia ɔvɛy/ 'to be what, to be something,' and in colloqial speech even replaces /rəbɔh/ 'thing' in some of its uses. /sʔɛy/ is more common than /ɛy/ as a noun replacement, but it does not itself occur as a noun modifier (as does /ɛy/ - see below). The difference between /ɔvɛy/ and the other two words for 'what?' is partly stylistic and partly phonetically determined: /ɔvɛy/ is the literary version of /ɛy/, which it can replace everywhere in formal style; in colloquial style, it does occasionally occur after words ending in vowels - for example, in the verbal phrase /sɔmrap thvəə ɔvɛy?/ 'for doing what, for what purpose?'

2) Replacing Noun Modifiers

ɛy	'what?'	siew-phıw ɛy	'what book?'
naa	'which?'	siew-phıw naa	'which book?'
tii-pəmaan	'which in a series?	tumpóa tii-pəmaan	'which page, what page?'
pəmaan	'how many?'	siew-phıw pəmaan	'how many books?'
néʔ-naa	'whose?'	siew-phıw néʔ-naa	'whose book?'
póa ɛy	'what color?'	siew-phıw póa ɛy	'what color book?'
(yaaŋ) mɛc or yaaŋ-naa	'what kind of'	siew-phıw yaaŋ mɛc	'what kind of book?'

3) Replacing Verbal or Prepositional Phrases

		Example
aɛnaa	'where?'	cıt khdaa khien, nıw-nih
trɔŋ-naa	'which place?'	nıw khaaŋ-chvɛeŋ nıw ləə
(yaaŋ) mɛc	'how? why?'	yııt-yııt, sruol nah
yaaŋ-naa	'' ''	yııt-yııt, sruol nah
thvəə ɔvɛy	'for what purpose?'	sɔsɛe aʔsɔɔ khmaɛ
pəmaan	'to what extent?'	tɛc, craən
(thaa) mɛc	'in what words'	(quotation)

RESPONSE DRILLS

Drill A. Nouns and Noun Phrases

MODEL: Teacher: sʔɛy khmaw nuh? (siew-phıw sɔsɛe)	What's that black thing? (notebook)
Student: nuh cia siew-phıw sɔsɛe.	That's a notebook.
1. sʔɛy nıw cıt khdaa khıen? (ruup thɔɔt)	What's that near the blackboard? (picture)
ruup thɔ̣ɔt nıw cıt khdaa khien.	That's a picture near the blackboard.
2. neʔnaa niyiey mun kee bɔŋ-ɔh? (look kruu)	Who speaks first of all? (the teacher)
look kruu niyiey mun kee bɔŋ-ɔh.	The teacher speaks first of all.
3. look kruu suo tıw néʔ-naa? (koun səh tii-bɛy)	Who is the teacher asking? (the third student)
look kruu suo tıw koun səh tii-bɛy.	The teacher is asking the third student.
4. sʔɛy nıw kraoy khnɔɔŋ khñom? (siew-phıw məəl)	What's that behind me? (a book)
siew-phıw məəl nıw kraoy khnɔɔŋ look.	That's a book behind you.
5. koun səh nıŋ thvəə ɛy? (rien khmaɛ)	What's that student doing? (studying Khmer)
koun səh nıŋ rien khmaɛ.	The student's studying Khmer.
6. look məəl ɛy? (kumnuu)	What are you looking at? (chart)
khñom məəl kumnuu.	I'm looking at a chart.

Drill B. Noun Modifiers

MODEL:	Teacher:	look mian siew-phɨw pəmaan? (pii)	How many books do you have? (two)
	Student:	khñom mian siew-phɨw pii.	I have two books.
1.		khmaw-day naa-muoy vɛɛŋ ciaŋ kee bɔŋ-ɔh? (póa khiew cah)	Which pencil is the longest? (dark blue)
		khmaw-day póa khiew cah vɛɛŋ ciaŋ kee bɔŋ-ɔh.	The dark blue pencil is the longest.
2.		look kruu cɔŋ aoy khñom baək siew-phɨw ɛy? (lɨəŋ)	What book does the teacher want me to open? (yellow)
		look kruu cɔŋ aoy look baək siew-phɨw lɨəŋ.	The teacher wants you to open the yellow book.
3.		look meəl mee-rien tii-pəmaan? (dɔp-pmmuoy)	Which lesson are you reading? (sixteen)
		khñom meəl mee-rien tii-dɔp-pmmuoy.	I'm reading Lesson 16.
4.		dɔɔŋ pakaa póa ɛy lʔɔɔ ciaŋ kee bɔŋ-ɔh? (póa meek)	What color pen is the best? (sky-blue)
		dɔɔŋ pakaa póa meek lʔɔɔ ciaŋ kee bɔŋ-ɔh.	The sky-blue pen is the best.
5.		nuh cia ruup-thɔɔt néʔ-naa? (look kruu)	Whose picture is that? (the teacher)
		nuh cia ruup-thɔɔt look kruu.	That's the teacher's picture.
6.		look mian siew-phɨw sɔsɛe pəmaan? (prampɨl)	How many notebooks do you have? (seven)
		khñom mian siew-phɨw sɔsɛe prampɨl.	I have seven books.

Drill C. Replacing Verbal and Prepositional Phrases

MODEL:	Teacher:	siew-phɨw póa sɔɔ nɨw-aɛnaa? (khaaŋ-kraom)	Where is the white book? (on the bottom)
	Student:	siew-phɨw póa sɔɔ nɨw khaaŋ-kraom.	The white book is on the bottom.
1.		khmaw-day póa lɨəŋ nɨw trɔŋ-naa? (khaaŋ-sdam)	Where is the yellow pencil? (on the right)
		khmaw-day póa lɨəŋ nɨw khaaŋ-sdam.	The yellow pencil is on the right.
2.		kumnuu nuh sɔmrap thvəə ɛy? (bɔŋrien aʔsɔɔ khmaɛ)	What is that chart for? (teaching the Khmer alphabet)
		kumnuu nuh sɔmrap bɔŋrien aʔsɔɔ khmaɛ.	That chart is for teaching the Khmer alphabet.
3.		look kruu cɔŋ aoy khñom niyiey yaaŋ mɛc? (yɨɨt ləmóom)	How does the teacher want me to speak? (at the proper slow speed)
		look kruu cɔŋ aoy look niyiey yɨɨt ləmóom.	The teacher wants you to speak at the proper slow speed.

4. phaɛn-tii tii-kroŋ phnum piñ nɪw-aɛnaa? (kraoy khnɔɔŋ look)	Where ɪs the map of the cɪty of Phnom Penh? (behɪnd you)
phaɛn-tii tii-kroŋ phnum piñ nɪw kraoy khnɔɔŋ khñom.	The map of the cɪty of Phnom Penh ɪs behɪnd me.
5. koun səh nuh niyiey thaa mɛc? (khmaɛ pibaaʔ rien)	What dɪd that student say? (Khmer ɪs hard to learn)
koun səh nuh niyiey thaa: khmaɛ pibaaʔ rien.	The student saɪd that Khmer ɪs hard to learn.
6. look kruu cɔŋ aoy kh̨ñom sɔsɛe pəmaan tiet? (muoy tumpóa tiet)	How much more does the teacher want me to wrɪte? (one more page)
look kruų cɔŋ aoy look sɔsɛe mətumpóa tiet.	The teacher wants you to wrɪte one more page.

TRANSFORMATION DRILLS

Drɪll A. Replacɪng Informatɪon wɪth Interrogatɪve Words

MODEL: (Replace the cue-word wɪth an ɪnterrogatɪve word.)

Teacher:	look kruu niyiey mun kee bɔŋ-ɔh. (look kruu)	The teacher speaks fɪrst of all. (the teacher)
Student:	nɔ́ʔnaa niyiey mun kee bɔŋ-ɔh?	Who speaks fɪrst of all?

1. kraoy khnɔɔŋ khñom mian phaɛn-tii muoȳ. (phaɛn-tii muoy)	Behɪnd me there ɪs a map. (a map)
kraoy khnɔɔŋ khñom mian ɛy?	What ɪs there behɪnd me?
2. koun səh nɪŋ rien sɔsɛe aʔsɔɔ khmaɛ. (sɔsɛe aʔsɔɔ khmaɛ)	The student ɪs learnɪng how to wrɪte Khmer letters. (wrɪte Khmer letters)
koun səh nɪŋ rien thvəə ɛy?	What ɪs the student learnɪng how to do?
3. koun səh téŋ-ɔh khnia məəl kumnuu. (kumnuu)	All the students are lookɪng at the chart. (the chart)
koun səh téŋ-ɔh khnia məəl ɛy?	What are all the students lookɪng at?
4. khmaw-day póa khięw cah vɛɛŋ ciaŋ kee bɔŋ-ɔh. (póa khiew cah)	The dark blue pencɪl ɪs the longest. (dark blue)
khmaw-day naa-muoy vɛɛŋ ciaŋ kee bɔŋ-ɔh?	Whɪch pencɪl ɪs the longest?
5. khñom mian siew-phɪw sɔsɛe prampɪl. (prampɪl)	I have seven notebooks. (seven)
khñom mian siew-phɪw sɔsɛe pəmaan?	How many notebooks do you have?
6. look kruu cǫŋ aoy yəəŋ niyiey ñóp ntɛc. (ñop ntɛc)	The teacher wants us to speak a lɪttle faster. (a lɪttle faster)
look kruu cɔŋ aoy yəəŋ niyiey yaaŋ naa?	How does the teacher want us to speak?

7.	khmaw-day póa lıəŋ tum nıw kɔndaal kee. (nıw kɔndaal kee)	The orange pencil is in the middle. (in the middle)
	khmaw-day póa lıəŋ tum nıw-aεnaa?	Where is the orange pencil?
8.	yəəŋ rien mee-rien tii-dɔp-pmmuoy. (tii-dɔp-pmmuoy)	We are studying Lesson 16. (16)
	yəəŋ rien mee-rien tii-pəmaan?	Which lesson are we studying?
9.	dɔɔŋ pakaa póa meek cia rəbɔh look kruu. (look kruu)	The sky-blue pen belongs to the teacher. (the teacher)
	dɔɔŋ pakaa póa meek cia rəbɔh néʔnaa?	Who does the sky-blue pen belong to?
10.	koun səh niyiey thaa khmaε sruol rien. (khmaε sruol rien)	The students say that Khmer is easy to learn. (Khmer is easy to learn)
	koun səh niyiey thaa mεc?	What do the students say?

Drill B. Progressive Replacement with Interrogative Words

MODEL: (Used in all drill sentences)

Teacher:	koun səh məəl siew-phıw khmaε póa lıəŋ nıw khnoŋ bɔntup leek pram. (koun səh)	The students are reading the yellow Khmer book in Classroom Five. (the students)
Student:	néʔnaa məəl siew-phıw khmaε póa lıəŋ nıw khnoŋ bɔntup leek pram?	Who is reading the yellow Khmer book in Classroom Five?

1.	koun səh məəl siew-phıw khmaε póa lıəŋ nıw khnoŋ bɔntup leek pram. (siew-phıw khmaε)	The students are reading the yellow Khmer book in Classroom Five. (Khmer book)
	koun səh məəl εy póa lıəŋ nıw khnoŋ bɔntup leek pram?	What is the yellow thing the students are reading in Classroom Five?
2.	koun səh məəl siew-phıw khmaε póa lıəŋ nıw khnoŋ bɔntup leek pram. (khmaε)	The students are reading the yellow Khmer book in Classroom Five. (Khmer)
	koun səh məəl siew-phıw εy póa lıəŋ nıw khnoŋ bɔntup leek pram?	What yellow book are the students reading in Classroom Five?

3. koun səh məəl siew-phıw khmaɛ póa lıəŋ nıw khnoŋ bɔntup leek pram. (póa lıəŋ)	The students are reading the yellow Khmer book in Classroom Five. (yellow)
koun səh məəl siew-phıw khmaɛ póa ɛy nıw khnoŋ bɔntup leek pram?	What color Khmer book are the students reading in Classroom Five?
4. koun səh məəl siew-phıw khmaɛ póa lıəŋ nıw khnoŋ bɔntup leek pram. (bɔntup leek pram)	The students are reading the yellow Khmer book in Classroom Five. (Classroom Five)
koun səh məəl siew-phıw khmaɛ póa lıəŋ nıw-aɛnaa?	Where are the students reading the yellow Khmer book?
5. koun səh məəl siew-phıw khmaɛ póa lıəŋ nıw khnoŋ bɔntup leek pram. (leek pram)	The students are reading the yellow Khmer book in Classroom Five. (number five)
koun səh məəl siew-phıw khmaɛ póa lıəŋ nıw khnoŋ bɔntup leek pəmaan?	In what classroom are the students reading the yellow Khmer book?

UNIT 17

BASIC DIALOGUE

	Teacher	
1.	siew-phıw naa thom ciaŋ kee bɔŋ-ɔh?	Which books are the biggest?
	First Student	
2.	siew-phıw pii nıw khaaŋ-kraom thom ciaŋ kee bɔŋ-ɔh.	The two books on the bottom are the biggest.
	Teacher	
3.	siew-phıw naa touc ciaŋ kee bɔŋ-ɔh?	Which books are the smallest?
	Second Student	
4.	siew-phıw pii nıw khaaŋ-lee touc ciaŋ kee bɔŋ-ɔh.	The two books on top are the smallest.
	Teacher	
5.	coh siew-phıw sɔsɛe?	And the notebooks?
	Third Student	
6.	siew-phıw sɔsɛe thom ciaŋ siew-phıw meel téŋ-buon.	The notebooks are bigger than all four books.
	Teacher	
7.	siew-phıw póa meek nıw-aɛnaa?	Where is the light blue book?
	First Student	
8.	nıw kraom kee.	It's on the bottom.
	Teacher	
9.	coh siew-phıw póa khiew cah?	And the dark blue book?
	Second Student	
10.	nıw lee kee.	It's on the top.
	Teacher	
11.	haey siew-phıw pii tiet nıw-aɛnaa?	And where are the other two books?
	Third Student	
12.	nıw kɔndaal kee.	They're in the middle.
	Teacher	
13.	baan, lʔɔɔ.	Good.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. siew-phıw naa thom ciaŋ kee bɔŋ-ɔh?	2. siew-phıw pii nıw khaaŋ-kraom thom ciaŋ kee bɔŋ-ɔh.
3. siew-phıw naa touc ciaŋ kee bɔŋ-ɔh?	4. siew-phıw pii nıw khaaŋ-ləə touc ciaŋ kee bɔŋ-ɔh.
5. coh siew-phıw sɔsɛe?	6. siew-phıw sɔsɛe thom ciaŋ siew-phıw məəl téŋ-buon.
7. siew-phıw póa meek nıw-aɛnaa?	8. nıw kraom kee.
9. coh siew-phıw póa khiew cah?	10. nıw ləə kee.
11. haəy siew-phıw pii tiet nıw-aɛnaa?	12. nıw kɔndaal kee.
13. baan, lʔɔɔ.	

NOTE: The Four Most Common Verbs

We have now seen examples of five items, all extremely frequent in spoken Khmer, for which the English equivalent is usually some form of the verb 'to be;' and plenty of other examples in which 'to be' does not seem to be represented in Khmer at all (equational sentences-- see Unit 13).

1. cia 2. nıw 3. mian 4. kıı 5. mɛɛn 6. (zero)

Examples:

1. nih cia siew-phıw.	This is a book.
2. siew-phıw póa khiew nıw kraom kee.	The blue book is on the bottom.
3. mian siew-phıw pii.	There are two books.
4. siew-phıw thom ciaŋ kee bɔŋ-ɔh kıı siew phəw kraom kee bɔŋ-ɔh.	The biggest book of all is the one on the very bottom.
5. nuh mın mɛɛn siew-phıw məəl tee.	That's not a book for reading.
6. siew-phıw khñom póa sɔɔ.	My book is white.

Aside from the fact that all these verbs happen to be translatable by forms of 'to be,' they share characteristics of syntax within Khmer which set them apart from all other verbs. The most important characteristic is the form of their negation, which only in exceptional circumstances is the simple /mın... tee/ formula. The following table of negative constructions shows that there are only four verbs involved (not five), plus the negative equational type.

Positive	Negative	Example
1. cia	mın-mɛɛn cia	nih mın-mɛɛn cia siew-phıw tee. 'This is not a book.'

	Positive	Negative	Example
2.	nıw	mın-mɛɛn nıw	siew-phıw póa khiew mın-mɛɛn nıw khaaŋ-kraom tee. 'The blue book is not on the bottom.'
3.	mian	khmian (mın mian)	khmian siew-phıw tee. 'There aren't any books.'
4.	kıı	mın mɛɛn	nuh mın mɛɛn siew-phıw khñom tee. 'That isn't my book.'
5.	(zero)	mın mɛɛn	siew-phıw khñom mın mɛɛn póa sɔɔ tee. 'My book is not white.'

Note that the negative forms of /kıı/ and the equational sentence type are identical: /mın mɛɛn/; and also that /kıı/ does not occur after any negative, nor /mɛɛn/ without some kind of a negative in front of it. For this reason we can say that /kıı/ and /mɛɛn/ are actually two different forms of the 'same' verb. There is another /mɛɛn/, however, which functions as the substitute for 'zero' in the equational type of sentence, and also in the negative forms of /cia/ and /nıw/; it is perhaps simpler to regard the whole sequence /mın-mɛɛn/ as a compound negative in these occurences, and hyphenate it to show that it is different from the /mın mɛɛn/ which is the negative of /kıı/. (In most cases there will also be rhythmic evidence to support this hyphenation as well-- that is, the compound negative will be treated as a rhythmic unit by the speaker within its sentence.) Beginning with Unit 19 we will see that there many other compound negatives in Khmer besides this one.

As a last step, let us try to specify a little more narrowly the meanings of these four common verbs and the meaning of the equational construction.

1.	cia	'to be a member of the class of'	'to be a'
2.	nıw	'to be located in the position of'	'to be at'
3.	mian	'to exist; there is, there are' (with preceding subject: 'to have' --/khñom mian pii/, 'I have two.')	
4.	kıı	'to be equivalent to'	'to be the'
5.	(zero)	'to be characterized by'	'to be'

SUBSTITUTION DRILLS

Drill A. /cia/

1.	khñom cia koun səh.	I'm a student.
2.	khñom cia kruu bɔŋrien.	I'm a teacher.
3.	look cia kruu bɔŋrien.	You're a teacher.
4.	look srɛy cia kruu bɔŋrien.	You (f) are a teacher.
5.	look srɛy cia koun səh.	You (f) are a student.
6.	look cia koun səh.	You (m) are a student.
7.	khñom cia koun səh.	I'm a student.

Drill B. /nıw/

1.	khmaw-day póa lıəŋ tum nıw khaaŋ-sdam.	The orange pencil is on the right.
2.	khmaw-day póa lıəŋ tum nıw khaaŋ-chvɛɛŋ.	The orange pencil is on the left.
3.	siew-phıw póa sɔɔ nıw khaaŋ-chvɛɛŋ.	The white book is on the left.
4.	siew-phıw póa sɔɔ nıw kɔndaal kee.	The white book is in the middle.
5.	ruup thɔɔt look kruu nıw kɔndaal kee.	The teacher's picture is in the middle.
6.	ruup thɔɔt look kruu nıw khaaŋ-sdam.	The teacher's picture is on the right.
7.	khmaw-day póa lıəŋ tum nıw khaaŋ-sdam.	The orange pencil is on the right.

Drill C. /mian/

1.	khñom mian dɔɔŋ pakaa póa khiew cah.	I have a dark blue pen.
2.	look kruu mian dɔɔŋ pakaa póa khiew cah.	The teacher has a dark blue pen.
3.	look kruu mian siew-phıw bɛy.	The teacher has three books.
4.	məkumnóo nih mian siew-phıw bɛy.	In this pile there are three books.
5.	məkumnóo nih mian kumnuu prampıl.	In this pile there are seven charts.
6.	khñom mian kumnuu prampıl.	I have seven charts.
7.	khñom mian dɔɔŋ pakaa póa khiew cah.	I have a dark blue pen.

Drill D. /kıı/

1.	muoy khaaŋ-kraom kıı phaɛn-tıı tii-krɔŋ phnum piñ.	The one below is the map of the city of Phnom Penh.
2.	muoy khaaŋ-kraom kıı ruup thɔɔt khñom.	The one below is my picture.
3.	ruup thɔɔt touc ciaŋ kee bɔŋ-ɔh kıı ruup thɔɔt khñom.	The smallest picture is my picture.
4.	ruup thɔɔt touc ciaŋ kee bɔŋ-ɔh kıı ruup thɔɔt look kruu.	The smallest picture is the teacher's picture.
5.	muoy khaaŋ-sdam kıı ruup thɔɔt look kruu.	The one on the right is the teacher's picture.

6.	muoy khaaŋ-sdam kıı phaɛn-tii tii-kroŋ phnum piñ.	The one on the rıght ıs the map of the cıty of Phnom Penh.
7.	muoy khaaŋ-kraom kıı phaɛn-tii tii-kroŋ phnum piñ.	The one below ıs the map of the cıty of Phnom Penh.

Drıll E. Equatıonal Sentences

1.	khmaw-day nıŋ póa lıəŋ.	That pencıl ıs yellow.
2.	siew-phıw məəl khñom póa lıəŋ.	My book ıs yellow.
3.	siew-phıw məəl khñom póa meek.	My book ıs sky-blue.
4.	dɔɔŋ pakaa look srɛy póa meek.	Madame's pen ıs sky-blue.
5.	siew-phıw thom ciaŋ kee bɔŋ-ɔh póa meek.	The bıggest book of all ıs sky-blue.
6.	sıew-phıw thom ciaŋ kee bɔŋ-ɔh póa lıəŋ.	The bıggest book of all ıs yellow.
7.	khmaw-day nıŋ póa lıəŋ.	That pencıl ıs yellow.

TRANSFORMATION DRILLS

Drıll A. Negatıng /cia/

MODEL: (For all drılls. Negatıon of posıtıve statements.)

Teacher:	siew-phıw póa meek nıw kraom kee.	The sky-blue book ıs underneath.
Student:	siew-phıw póa meek mın-mɛɛn nıw kraom kee tee.	The sky-blue book ıs not underneath.

1.	khñom cia koun səh. khñom mın-mɛɛn cia koun səh tee.	I'm a student. I'm not a student.
2.	look cia kruu bɔŋrien. look mın-mɛɛn cia kruu bɔŋrien tee.	You're a teacher. You're not a teacher.
3.	aanih cia siıew-phıw sɔsɛe. aanih mın-mɛɛn cia siew-phıw sɔsɛe tee.	Thıs ıs a notebook. Thıs ıs not a notebook.
4.	rəbɔh pii nuh cia dɔɔŋ pakaa. rəbɔh pii nuh mın-mɛɛn cia dɔɔŋ pakaa tee.	Those two thıngs are pens. Those two thıngs are not pens.

Drıll B. Negatıng /nıw/

1.	khmaw-day póa lıəŋ tum nıw khaaŋ-sdam.	The orange pencıl ıs on the rıght.
	khmaw-day póa lıəŋ tum mın-mɛɛn nıw khaaŋ-sdam tee.	The orange pencıl ıs not on the rıght.
2.	siew-phıw touc ciaŋ kee bɔŋ-ɔh nıw khaaŋ-ləə.	The smallest book of all ıs on top.
	siew-phıw touc ciaŋ kee bɔŋ-ɔh mın-mɛɛn nıw khaaŋ-ləə tee.	The smallest book of all ıs not on top.
3.	ruup thɔɔt look kruu nıw kɔndaal kee.	The teacher's pıcture ıs ın the mıddle.
	ruup thɔɔt look kruu mın-mɛɛn nıw kɔndaal kee tee.	The teacher's pıcture ıs not ın the mıddle.
4.	khlia nih nıw khnoŋ tumpóa tii-dɔppram.	Thıs sentence ıs on page fıfteen.
	khlia nih mın-mɛɛn nıw khoŋ tumpóa tii-dɔppram tee.	Thıs sentence ıs not on page fıfteen.

Drıll C. Negatıng /mian/

1.	khñom mian kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ.	I have a chart for teachıng the Khmer alphabet.
	khñom khmian kumnuu sɔmrap bɔŋrien aʔsɔɔ khmaɛ tee.	I don't have a chart for teachıng the Khmer alphabet.
2.	look kruu mian dɔɔŋ pakaa póa khiew cah.	The teacher has a dark blue pen.
	look kruu khmian dɔɔŋ pakaa póa khiew cah tee.	The teacher doesn't have a dark blue pen.
3.	nıw khaaŋ-chvɛɛŋ mian phaɛn-tii srok khmaɛ.	On the left there ıs a map of Cambodıan.
	nıw khaaŋ-chvɛɛŋ khmian phaɛn-tii srok khmaɛ tee.	On the left there's no map of Cambodıan.
4.	kraoy khnɔɔŋ khñom mian koun səh mənéʔ.	Behınd me there's a student.
	kraoy khnɔɔŋ khñom khmian koun səh mənéʔ tee.	There's no student behınd me.

Drill D. Negating /kıı/

1.	piaʔ kraoy kee bɔŋ-ɔh kıı 'rien.'	The last word of all is 'rien.'
	piaʔ kraoy kee bɔŋ-ɔh mın mɛɛn 'rien' tee.	The last word of all isn't 'rien.'
2.	siew-phıw thom ciaŋ kee bɔŋ-ɔh kıı siew-phıw nıw kraom kee.	The biggest book is the book on the bottom.
	siew-phıw thom ciaŋ kee bɔŋ-ɔh mın mɛɛn siew-phıw nıw kraom kee tee.	The biggest book isn't the book on the bottom.
3.	khmaw-day póa meek nıw khaaŋ-sdam kıı khmaw-day khñom.	The sky-blue pencil that's on the right is my pencil.
	khmaw-day póa meek nıw khaaŋ-sdam mın mɛɛn khmaw-day khñom tee.	The sky-blue pencil that's on the right isn't my pencil.
4.	mouy khaaŋ-kraom kıı phaɛn-tii tii-kroŋ phnum piñ.	The one underneath is the map of the city of Phnom Penh.
	muoy khaaŋ-kraom mın mɛɛn phaɛn-tii tii-kroŋ phnum piñ tee.	The one underneath isn't the map of the city of Phnom Penh.

Drill E. Making Equational Sentences Negative.

1.	khmaw-day nıŋ póa lıəŋ.	That pencil is yellow.
	khmaw-day nıŋ mın-mɛɛn póa lıəŋ tee.	That pencil isn't yellow.
2.	siew-phıw touc ciaŋ kee bɔŋ-ɔh póa sɔɔ.	The smallest book of all is white.
	siew-phıw touc ciaŋ kee bɔŋ-ɔh mın-mɛɛn póa sɔɔ tee.	The smallest book of all isn't white.
3.	kumnuu nih sɔmrap bɔŋrien aʔsɔɔ ɔŋglee.	This chart is for teaching the English alphabet.
	kumnuu nih mın-mɛɛn sɔmrap bɔŋrien aʔsɔɔ ɔŋglee tee.	This chart isn't for teaching the English alphabet.
4.	dɔɔŋ pakaa nuh póa krɔhɔɔm.	That pen is red.
	dɔɔŋ pakaa nuh mın-mɛɛn póa krɔhɔɔm tee.	That pen isn't red.

EQUIVALENCE DRILLS

Drıll A. Replacıng /nıw/ wıth Zero.

MODEL:	Teacher:	siew-phıw póa meek nıw kraom kee.	The sky-blue book ıs underneath.
	Student:	siew-phıw kraom kee nuh póa meek.	That book underneath ıs sky-blue.
1.		khmaw-day póa krɔhɔɔm nıw kɔndaal kee.	The red pencıl ıs ın the mıddle.
		khmaw-day kɔndaal kee nuh póa krɔhɔɔm.	That pencıl ın the mıddle ıs red.
2.		dɔɔŋ pakaa póa khmaw nıw khaaŋ-chvɛeŋ.	The black pen ıs on the left.
		dɔɔŋ pakaa nıw khaaŋ-chvɛeŋ nuh póa khmaw.	That pen on the left ıs black.
3.		siew-phıw póa khiew cah nıw ləə kee.	The dark blue book ıs on top.
		siew-phıw nıw ləə kee nuh póa khiew cah.	That book on top ıs dark blue.
4.		khmaw-day póa lıəŋ nıw khaaŋ-sdam.	The yellow pencıl ıs on the rıght.
		khmaw-day nıw khaaŋ-sdam nuh póa lıəŋ. .	That pencıl on the rıght ıs yellow.

Drıll B.. Replacıng /mian/ wıth /cia/

MODEL:	Teacher:	mian siew-phıw sɔsɛe muoy nıw ləə kee.	There's a notebook on top.
	Student:	muoy ləə kee, cia siew-phıw sɔsɛe.	The one on top-- ıt's a notebook.
1.		mian dɔɔŋ pakaa muoy nıw khaaŋ-chvɛeŋ.	There's a pen on the left.
		muoy khaaŋ-chvɛeŋ, cia dɔɔŋ pakaa.	The one on the left-- ıt's a pen.
2.		mian kumnuu muoy nıw cıt khdaa-khien.	There's a chart near the blackboard.
		muoy cıt khdaa-khien, cia kumnuu.	The one near the blackboard-- ıt's a chart.
3.		mian phaɛn-tii muoy nıw khaaŋ-sdam.	There's a map on the rıght.
		muoy khaaŋ-sdam, cia phaɛn-tii.	The one on the rıght-- ıt's a map.
4.		mian siew-phıw məəl muoy nıw kraom kee.	There's a book underneath there.
		muoy kraom kee, cia siew-phıw məəl.	The one underneath there-- ıt's a book.

Drill C. Replacing Zero with /kıı/

MODEL: Teacher:	siew-phıw pii nıw khaaŋ-lee touc ciaŋ kee bɔŋ-ɔh.	The two books on top are the smallest of all.
Student:	siew-phıw touc ciaŋ kee bɔŋ-ɔh kıı siew-phıw pii nıw khaaŋ-lee.	The smallest books of all are the two on top.
1.	khmaw-day póa khiew vɛɛŋ ciaŋ kee bɔŋ-ɔh.	The blue pencil is the longest of all.
	khmaw-day vɛɛŋ ciaŋ kee bɔŋ-ɔh kıı khmaw-day póa khiew.	The longest pencil of all is the blue one.
2.	ruup thɔɔt khaaŋ-chvɛɛŋ thom ciaŋ kee bɔŋ-ɔh.	The picture on the left is the biggest of all.
	ruup thɔɔt thom ciaŋ kee bɔŋ-ɔh kıı ruup thɔɔt khaaŋ-chvɛɛŋ.	The biggest picture of all is the one on the left.
3.	dɔɔŋ pakaa nıw kɔndaal kee khlɛy ciaŋ kee bɔŋ-ɔh.	The pen in the middle is the shortest of all.
	dɔɔŋ pakaa khlɛy ciaŋ kee bɔŋ-ɔh kıı dɔɔŋ pakaa nıw kɔndaal kee.	The shortest pen of all is the one in the middle.
4.	mee-rien tii-muoy sruol ciaŋ kee bɔŋ-ɔh.	Lesson One is the easiest of all.
	mee-rien sruol ciaŋ kee bɔŋ-ɔh kıı mee-rien tii-muoy.	The easiest lesson of all is Lesson One.

UNIT 18

BASIC DIALOGUE

	Teacher	
1.	εyləw yəəŋ nɪŋ cap məəl. soum baək siew-phɪw khiew.	Now we are going to start reading. Open your blue books.
	First Student	
2.	ruup εy nɪw ləə kroóp siew-phɪw nih? túŋ ciat khmaεʔ?	What's the picture on the cover of this book? Is it the Khmer national flag?
	Teacher	
3.	tee, mɪn-mεεn túŋ ciat tee. krón-taε cia kumnuu tee.	No, that's not the flag. It's just a design.
	First Student	
4.	ou, əñcəŋ?	Oh, is that so?
	Teacher	
5.	soum baək tumpóa tii-muoy. yəəŋ nɪŋ cap rien məəl.	Open to page one. We are going to begin learning to read.
	Second Student	
6.	yəəŋ cap rien sɔsεe daεʔ?	Are we going to start learning to write too?
	Teacher	
7.	tee, mɪn tón tee. krón-taε məəl tee.	No, not yet. Only to read.
	Third Student	
8.	sɔsεe ləə siew-phɪw baan tee?	May we write in the book?
	Teacher	
9.	kom sɔsεe ləə siew-phɪw. praə krodah psεeŋ tɪw.	Don't write in the book. Use a separate (sheet of) paper.
	Fourth Student	
10.	praə dɔɔŋ pakaa baan tee?	Can we use a pen?
	Teacher	
11.	kom praə dɔɔŋ pakaa. praə khmaw-day sruol ciaŋ.	Don't use a pen. It's better to use pencil.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
1. ɛyləw yəəŋ nıŋ cap məəl. soum baək siew-phıw khiew.	2. ruup ɛy nıw ləə króop siew-phıw nih? túŋ ciat khmaɛ!?
3. tee, mın-mɛɛntúŋ ciat tee. krón-taɛ cia kumnuu tee.	4. ou, əñcəŋ?
5. soum baək tumpóa tii-muoy. yəəŋ nıŋ cap rien məəl.	6. yəəŋ cap rien sɔsɛe daɛ!?
7. tee, mın tón tee. krón-taɛ məəl tee.	8. sɔsɛe ləə siew-phıw baan tee?
9. kom sɔsɛe ləə siew-phıw. praə krɔdah psɛəŋ tıw.	10. praə dɔɔŋ pakaa baan tee?
11. kom praə dɔɔŋ pakaa. praə khmaw-day sruol ciaŋ.	

NOTE: Pre-Verbal Modifiers

Certain verbal modifiers in Khmer belong to a class which always precedes the main verb; others belong to a class which always follows the verb; still others belong to a class which either precedes or follows the verb (always with a difference in meaning depending on the position). You have now heard examples of all three types of verbal modifiers:

1) Before Verb	2) Before or After Verb	3) After Verb
cap məəl 'begin reading'	məəl baan 'can read'	məəl haəy 'already read'
krón-taɛ məəl 'only read'	baan məəl 'has read'	məəl daɛ 'read also'

Another verbal modifier, which occurs for the first time in this unit as a predicate, is mın tón 'not yet.' This modifier can also occur before and after a main verb in the meaning 'has not (had time to),' and is therefore a member of the second class. It is dealt with in Unit 19.

Pre-verbal modifiers (class 1) are of two general types: those which consist of a single item (like cap 'begin'), and those which are characteristically followed by an unstressed particle, either /taɛ/ or /nıŋ/ (like krón-taɛ 'only'). Here is a list of the single pre-verbal modifiers you have had so far:

sŏum	'please'	nıŋ	'will'
kom	'don't'	cap	'begin'
khɔm	'try to'	kıt	'intend'
cam	'wait and'	aoy	'to let, have'

The modifiers in the first column form a mutually exclusive set, which has additional members not listed here; they are characteristic of commands. The modifiers in the second column are not mutually exclusive -when two or more occur in the same predicate, they occur in the order listed (i.e. nıŋ cap, nıŋ aoy, kıt aoy, etc.); they are characteristic of statements.

The second type of preverbal modifier, represented by krón-taɛ 'only', is much more numerous. Although you have had only one example of this class so far, you will be learning more and more about them as the course progresses.

SUBSTITUTION DRILLS

Drill A.

1.	ɛyləw yəəŋ nıŋ cap məəl.	Now we are going to start reading.
2.	ɛyləw yəəŋ nıŋ cap rien məəl.	Now we are going to start studying reading.
3.	ɛyləw yəəŋ nıŋ cap rien sɔsɛɛ.	Now we are going to start studying writing.
4.	ɛyləw koun səh nıŋ cap rien sɔsɛɛ.	Now the students are going to start studying writing.
5.	ɛyləw koun səh nıŋ cap sɔsɛɛ.	Now the students are going to start writing.
6.	ɛyləw koun səh nıŋ cap məəl.	Now the students are going to start reading.
7.	ɛyləw yəəŋ nıŋ cap məəl.	Now we are going to start reading.

Drill B.

1.	ruup thɔɔt ɛy nıw ləə króop siew-phıw nih?	What's the picture on the cover of this book?
2.	kumnuu ɛy nıw ləə króop siew-phıw nih?	What's the design on the cover of this book?
3.	kumnuu ɛy nıw ləə khdaa khien nih?	What's the design on this blackboard?
4.	aʔsɔɔ ɛy nıw ləə khdaa khien nih?	What are the letters on this blackboard?
5.	aʔsɔɔ ɛy nıw ləə krɔdah nih?	What are the letters on this paper?
6.	ruup ɛy nıw ləə krɔdah nih?	What's the picture on this paper?
7.	ruup ɛy nıw ləə króop siew-phıw nih?	What's the picture on the cover of this book?

Drill C.

1.	praə krɔdah psɛɛŋ tıw.	Use other paper.
2.	praə dɔɔŋ pakaa psɛɛŋ tıw.	Use another pen.
3.	praə khmaw-day psɛɛŋ tıw.	Use another pencil.
4.	praə khmaw-day sruol ciaŋ.	It's better to use pencil.
5.	praə dɔɔŋ pakaa sruol ciaŋ.	It's better to use pen.

6. praə krɔdah sruol ciaŋ.	It's better to use paper.
7. praə krɔdah psɛeŋ tıw.	Use other paper.

Drill D.

1. nih cia túŋ ciat khmaɛ↓?	Is this the Cambodian flag (or what)?
2. nih cia kumnuu sɔmrap bɔŋrien aʔsɔɔ↓?	Is this a chart for teaching the alphabet?
3. nih cia ruup thɔɔt look kruu↓?	Is this the teacher's picture?
4. nih cia phaɛn-tii srok khmaɛ↓?	Is this a map of Cambodia?
5. nih cia siew-phıw ɔŋglee↓?	Is this an English book?
6. nih cia túŋ ciat ɔŋglee↓?	Is this the English flag?
7. nih cia túŋ ciat khmaɛ↓?	Is this the Cambodian flag?

Drill E.

1. praə dɔɔŋ pakaa baan tee?	Is it all right to use pen?
2. praə khmaw-day baan tee?	Is it all right to use pencil?
3. praə siew-phıw baan tee?	Is it all right to use the book?
4. sɔsɛe ləə siew-phıw baan tee?	Is it all right to write on the book?
5. sɔsɛe ləə krɔdah nih baan tee?	Is it all right to write on this paper?
6. praə krɔdah nih baan tee?	Is it all right to use this paper?
7. praə dɔɔŋ pakaa nih baan tee?	Is it all right to use this pen?

TRANSFORMATION DRILLS

Drill A.

MODEL: Teacher:	nih cia túŋ ciat khmaɛ (rı-ɛy)? (tee kumnuu)	Is this the Cambodian flag? (no, design)
Student:	tee, nıŋ mın-mɛɛn cia túŋ ciat khmaɛ tee. krón-taɛ cia kumnuu tee.	No, that's not the Cambodian flag. That's just a design.

1. nih cia kumnuu (rı-ɛy)? (tee, ruup thɔɔt)	Is this a design? (no, picture)
tee, nıŋ mın-mɛɛn cia kumnuu tee. krón-taɛ cia ruup thɔɔt tee.	No, that's not a design. It's just a picture.

2.	nih cia ruup thɔɔt (rı-ɛy)? (tee, phaɛn-tii)	Is this a picture? (no, map)
	tee, nıŋ mın-mɛɛn cia ruup thɔɔt tee. krón-taɛ cia phaɛn-tii tee.	No, that's not a picture. It's just a map.
3.	nih cia siew-phıw məəl (rı-ɛy)? (tee, siew-phıw sɔsɛɛ)	Is this a book for reading? (no, notebook)
	tee, nıŋ mın-mɛɛn cia siew-phıw məəl tee. krón-taɛ cia siew-phıw sɔsɛɛ tee.	No, that's not a book for reading. It's just a notebook.
4.	nih cia dɔɔŋ pakaa (rı-ɛy)? (tee, khmaw-day)	Is this a pen? (no, pencil)
	tee, nıŋ mın-mɛɛn cia dɔɔŋ pakaa tee. krón-taɛ cia khmaw-day tee.	No, that's not a pen. It's just a pencil.

Drill B.

MODEL: Teacher:	yəəŋ nıŋ cap rien sɔsɛɛ daɛ!? (tee, məəl)	We're going to start learning to write too? (no, to read)
Student:	mın tón tee. krón-taɛ rien məəl tee.	Not yet. Just to read.
1.	yəəŋ nıŋ cap rien məəl daɛ!? (tee, niyiey)	We're going to start learning to read too?
	mın tón tee. kron-taɛ rien niyiey tee.	Not yet. Just to speak.
2.	yəəŋ nıŋ cap rien niyiey daɛ!? (tee, sdap)	We're going to start learning to speak too? (no, to listen)
	mın tón tee. krón-taɛ rien sdap tee.	Not yet. Just to listen.
3.	yəəŋ nıŋ cap rien praɛ daɛ!? (tee, thaa taam)	We're going to start learning to translate too? (no, to repeat)
	mın tón tee. krón-taɛ rien thaa taam tee.	Not yet. Just to repeat.
4.	yəəŋ nıŋ cap rien suo daɛ!? (tee, chlaəy)	We're going to start learning to ask too? (no, to answer)
	mın tón tee. krón-taɛ rien chlaəy tee.	Not yet. Just to answer.

Drill C.

MODEL: Teacher:	sɔsɛɛ ləə siew-phıw baan tee? (kom, praə krɔdah psɛɛŋ tıw)	Is it all right to write in the book? (don't, use other paper)
Student:	kom sɔsɛɛ ləə siew-phıw. praə krɔdah psɛɛŋ tıw.	Don't write in the book. Use other paper.

1. praə dɔɔŋ pakaa baan tee? (kom, praə khmaw-day tɨw, sruol ciaŋ)	Is it all right to use pen? (don't, better to use pencil)
kom praə dɔɔŋ pakaa. praə khmaw-day tɨw, sruol ciaŋ.	Don't use pen. Use a pencil, it's better.
2. sɔsɛe ləə khdaa khien baan tee? (kom, praə krɔdah tɨw, sruol ciaŋ)	Is it all right to write on the blackboard? (don't, better use paper)
kom sɔsɛe ləə khdaa khien. praə krɔdah tɨw, sruol ciaŋ.	Don't write on the blackboard. Use paper, it's better.
3. praə khmaw-day nih baan tee? (kom, praə khmaw-day psɛeŋ tɨw)	Is it all right to use this pencil? (don't, use other pencil)
kom praə khmaw-day nih. praə khmaw-day psɛeŋ tɨw.	Don't use this pencil. Use another pencil.
4. sɔsɛe ləə krɔ́op baan tee? (kom, sɔsɛe khaaŋ-khnoŋ tɨw, sruol ciaŋ)	Is it all right to write on the cover? (don't, better write inside)
kom sɔsɛe ləə krɔ́op. sɔsɛe khaaŋ-khnoŋ tɨw, sruol ciaŋ.	Don't write on the cover. Write inside, it's better.
5. daʔ piaʔ 'ŋiey' baan tee? (kom, daʔ piaʔ 'sruol' tɨw)	Is it all right to use the word 'ŋiey'? (don't;use the word 'sruol')
kom daʔ piaʔ 'ŋiey'. daʔ piaʔ 'sruol' tɨw.	Don't use the word 'ŋiey.' Use the word 'sruol.'

FLUENCY DRILLS

Drill A. Expansion

1. yəəŋ nɨŋ məəl.
2. yəəŋ nɨŋ cap məəl.
3. ɛyləw yəəŋ nɨŋ cap məəl.
4. ɛyləw yəəŋ nɨŋ cap məəl mee-rien tii-18.
5. ɛyləw yəəŋ nɨŋ cap rien məəl mee-rien tii-18.
6. ɛyləw yəəŋ nɨŋ cap rien məəl mee-rien tii-18, mɛɛn tee?

1. We're going to read.
2. We're going to start reading.
3. Now we're going to start reading.
4. Now we're going to start reading Lesson 18.
5. Now we're going to start learning to read Lesson 18.
6. Now we're going to start learning to read Lesson 18, aren't we?

Drill B. Reduction

1. εyləw yəəŋ nıŋ cap rien məəl mee-rien tii-18, mɛɛn tee?
2. εyləw yəəŋ nıŋ rien məəl mee-rien tii-18, mɛɛn tee?
3. yəəŋ nıŋ rien məəl mee-rien tii-18, mɛɛn tee?
4. yəəŋ nıŋ rien məəl, mɛɛn tee?
5. yəəŋ nıŋ rien məəl.
6. yəəŋ nıŋ məəl.

1. Now we're going to start learning to read Lesson 18, aren't we?
2. Now we're going to learn to read Lesson 18, aren't we?
3. We're going to learn to read Lesson 18, aren't we?
4. We're going to learn to read, aren't we?
5. We're going to learn to read.
6. We're going to read.

UNIT 19

BASIC DIALOGUE

First Student

1.	yəəŋ cap pii trɔŋ-naa?	Where do we begin?

Teacher

2.	cap pii bɔntót tii-pii, haəy chup nıw bɔntót tii-buon.	Start from line two, and stop at line four.

First Student

3.	yəəŋ məəl aoy lıı baan tee?	Can we read aloud?

Teacher

4.	tee, məəl ksəp-ksəp.	No, read silently.
5.	kaalnaa look məəl cɔp, ləək day.	When you have finished reading, raise your hand.

Second Student

6.	khñom məəl cɔp haəy.	I've finished reading.

Teacher

7.	look yúl téŋ-ɔh tee?	Do you understand all of it?

Second Student

8.	baat. khlia téŋ-ɔh nih sruol yúl tee.	Yes. All these sentences are easy to understand.

Teacher

9.	kaalnaa look məəl cɔp téŋ-ɔh khnia, yəəŋ nıŋ hat məəl aoy lıı.	When all of you have finished reading, we'll practice reading aloud.

Third Student

10.	khñom mın-tón cɔp tee. soum cam məphlɛɛt.	I haven't finished yet. Please wait a minute.

Teacher

11.	mın ɛy tee. khñom cam.	That's all right. I'll wait.

Third Student

12.	mın sroul məəl sɔh.	It's not at all easy to read.

DIALOGUE FOR COMPREHENSION

kruu bɔŋrien	koun səh
	1. yəəŋ cap pii trɔŋ-naa?
2. cap pii bɔntót tii-pii, haəy chup nıw bɔntót tii-buon.	3. yəəŋ məəl aoy lıı baan tee?
4. tee, məəl ksəp-ksəp.	
5. kaalnaa look məəl cɔp, ləək day.	6. khñom məəl cɔp haəy.
7. look yúl téŋ-ɔh tee?	8. baat. khlia téŋ-ɔh nih sruol yúl tee.
9. kaalnaa look məəl cɔp téŋ-ɔh khnia, yəəŋ nıŋ hat məəl aoy lıı.	10. khñom məəl mın-tón cɔp tee. soum cam məphlɛɛt.
11. mın ɛy tee. khñom cam.	12. mın sruol məəl sɔh.

NOTES: The Negatıve /mın-tón/

You have now encountered two ınstances of the ıtem /mın-tón/ 'not yet.'

1) Q. yəəŋ cap rien sɔsɛɛ daɛ rıh?
'Are we goıng to start studyıng wrıtıng too?'

A. tee, mın tón tee.
'No, not yet.'

2) khñom mın-tón cɔp tee.
'I haven't fınıshed yet.'

In the fırst example, /mın tón/ ıs a complete response ın ıtself, wıth no verb followıng; as such ıt ıs wrıtten ın thıs book wıthout a hyphen. In the second example (hyphenated) the ıtem functıons lıke any other negatıve whıch precedes verbs: that ıs, ıt can replace or be replaced by /mın/ ıtself.

The negatıve /mın-tón/ ıs almost the dırect opposıte ın meanıng of the partıcle /haəy/ 'already' (see Note, Unıt 6). One functıonal proof of thıs assertıon ıs that the two ıtems never occur together ın the same clause - you can check thıs, ıf you lıke, agaınst your own usage of 'not yet' and 'already' ın Englısh. Another functıonal proof ıs that eıther /haəy/ or /mın-tón/ normally occurs ın answer to questıons such as 'Have you seen ıt yet?' The formula for thıs type of questıon ın Khmer ıs /...haəy rı-nıw?/.

Example:

Q. look khəəñ khlia tii-pii haəy rı-nıw?
'Have you seen sentence two yet?'

A. [Yes] baat, khəəñ haəy.
'Yes, I have.'

A. [No] tee, mın-tón khəəñ tee.
'No, I haven't.

Like /haəy/, however, /min-tón/ can also occur in answer to straight yes-no questions ending in /...teeʔ/

Example:

Q. look khəəñ teeʔ
'Do you see it?'

A. tee, min-tón khəəñ tee.
'No, not yet.'

When a pair of verbs are in construction with each other in the same clause, the position of the negative /min-tón/ normally corresponds to that of the ordinary negative /min/ (see Note, Unit 10).

Examples:

	Positive	Negative
	róoʔ khəəñ 'has found'	róoʔ min-tón khəəñ 'hasn't found yet'
	sdap lii 'can hear'	sdap min-tón lii 'can't hear yet'
	məəl cɔp 'finished reading'	məəl min-tón cɔp 'hasn't finished reading yet'
But:	cɔŋ rien 'wants to study'	min-tón cɔŋ rien 'doesn't yet want to study'
	chup sɔsɛe 'finished writing'	min-tón chup sɔsɛe 'hasn't finished writing yet'
	hat niyiey 'practices speaking'	min-tón hat niyiey 'doesn't practice speaking yet'
	cap məəl 'started reading'	min-tón cap məəl 'hasn't started reading'

In still other cases, /min-tón/ precedes an entire verb phrase of the type normally split by the negative. Here the meaning is only slightly different, but the implication is that neither of the two parts of the construction has taken effect yet.

Examples:

min-tón sdap baan
'hasn't understood (may not even have listened, either)'

min-tón róoʔ khəəñ
'hasn't found (may not even have looked for)'

2. The Final Particle /sɔh/

The particle /sɔh/ 'at all' replaces the final particle /tee/ in negative statements only, and is much stronger in meaning. It does not replace /teeʔ/, the interrogative particle, or /tee/, the positive-emphatic particle. It can occur after any kind of prior negative, but is most commonly found after the simple negative /min/.

min sruol məəl sɔh
'It's not at all easy to read.'

No similar replacement in:

sruol məəl tee?
'Is it easy to read?

sruol məəl tee.
'It's easy to read.'

Example after /mın-tón/

khñom mın-tón khəəñ sɔh.
'I haven't seen it at all.'

RESPONSE DRILLS

Drill A.

MODEL:	Teacher:	look róoʔ tumpóa tii-buon khəəñ tee? (baat)	Have you found page four yet? (yes)
	Student:	baat, khəəñ haəy.	Yes, I've found it.
	Teacher:	(tee)	(No)
	Student:	tee, mın-tón khəəñ tee.	No, I haven't found it yet.

1.	look róoʔ siew-phıw lıəŋ khəəñ tee? (baat)	Have you found the yellow book? (yes)
	baat, khəəñ haəy. (tee)	Yes, I've found it. (no)
	tee, mın-tón khəəñ tee.	No, I haven't found it yet.
2.	look sdap khñom niyiey lıı tee? (baat)	Can you hear what I say? (yes)
	baat, lıı haəy. (tee)	Yes, I can hear it. (no)
	tee, mın-tón lıı tee.	No, I can't hear it yet.
3.	look téŋ-ɔh khnia yúl mee-rien nih tee? (baat)	Do you all understand this lesson? (yes)
	baat, yúl haəy. (tee)	Yes, we understand it. (no)
	tee, mın-tón yúl tee,	No, we don't understand it yet.
4.	look məəl tumpóa nih cɔp haəy rı-nıw? (baat)	Have you finished reading this page? (yes)
	baat, cɔp haəy. (tee)	Yes, I've finished. (no)
	tee, mın-tón cɔp tee.	No, I haven't finished yet.
5.	kee chup rien khmaɛ haəy rı-nıw? (baat)	Have they stopped studying Cambodian yet? (yes)
	baat, chup haəy (tee)	Yes, they have stopped. (no)
	tee, mın-tón chup tee.	No, they haven't stopped yet.

6. look srɛy cap rien ɔŋglee haəy rɪ-nɪw? (baat)	Has she started studying English yet? (yes)
baat, cap rien haəy. (tee)	Yes, she's started studying English. (no)
tee, mɪn-tón cap rien tee.	No, she hasn't started studying English.

Drɪll B.

MODEL:	Teacher: yeəŋ cap rien pii troŋ-naa? (bɔntót tii-pii)	Where do we start studying from? (line two)
	Student: cap pii bɔntót tii-pii.	Start from line two.

1. yeəŋ cap meəl pii-trɔŋ-naa? (khlia mun kee bɔŋ-ɔh)	Where do we start reading from? (the first sentence of all)
cap pii khlia mun kee bɔŋ-ɔh.	Start from the first sentence of all.
2. yeəŋ chup meəl nɪw trɔŋ-naa? (khlia kraoy kee bɔŋ-ɔh)	Where do we stop reading? (The last sentence of all)
chup nɪw khlia kraoy kee bɔŋ-ɔh.	Stop at the last sentence of all.

cɔmlɔɔŋ [new word] 'to copy'

3. yeəŋ cap cɔmlɔɔŋ pɪɪ trɔŋ-naa? (tumpóa tii-dɔp)	Where do we start copying? (page ten)
cap cɔmlɔɔŋ pii tumpóa tii-dɔp.	Start copying from page 10.
4. yeəŋ chup cɔmlɔɔŋ nɪw trɔŋ-naa? (tumpóa tii-dɔp-pmbɛy)	Where do we stop copying? (page eighteen)
chup cɔmlɔɔŋ nɪw tumpóa tíi-dɔp-pmbɛy.	Stop copying at page 18.
5. yeəŋ cap meəl aoy lɪɪ pii trɔŋ-naa? (bɔntót tii-muoy)	Where do we start reading aloud? (line 1)
cap pii bɔntót tii-muoy.	Start from line 1.

Drɪll C.

MODEL:	Teacher: kaalnaa koun səh meəl cɔp, kee nɪŋ thvəə ey? (leək day)	When the students have finished reading, what are they going to do? (raise their hands)
	Student: kaalnaa koun səh meəl cɔp, kee nɪŋ leək day.	When the students have finished reading, they are going to raise their hands.

1.	kaalnaa koun səh məəl cɔp téŋ-ɔh khnia, kee nıŋ thvəə ɛy? (hat məəl aoy lıı)	When all of the students are finished reading, what are they going to do? (practice reading aloud)
	kaalnaa koun səh məəl cɔp téŋ-ɔh khnia, kee nıŋ hat məəl aoy lıı.	When all of the students are finished reading, they are going to practice reading aloud.
2.	kaalnaa look rien khmaɛ cɔp haəy, look nıŋ thvəə ɛy? (rien baaraŋ)	When you have finished studying Cambodian, what are you going to do? (study French)
	kaalnaa khñom rien khmaɛ cɔp haəy, khñom nıŋ rien baaraŋ.	When I have finished studying Cambodian, I am going to study French.
3.	kaalnaa kót chup məəl ksəp-ksəp, kót nıŋ thvəə ɛy? (məəl aoy lıı)	When he stops reading silently, what is he going to do? (read aloud)
	kaalnaa kót chúp məəl ksəp-ksəp, kót nıŋ məəl aoy lıı.	When he stops reading silently, he is going to read aloud.
4.	kaalnaa kruu bɔŋrien məəl cɔp haəy, koun səh nıŋ thvəə ɛy? (praɛ mənéʔ mədɔɔŋ)	When the teacher finishes reading, what are the students going to do? (translate one at a time)
	kaalnaa kruu bɔŋrien məəl cɔp haəy, koun səh nıŋ praɛ mənéʔ mədɔɔŋ.	When the teacher finishes reading, the students are going to translate one at a time.

Drill D.

MODEL: Teacher:	kaalnaa look məəl cɔp, ləək day.	When you finish reading, raise your hand.
Student:	soum cam məphlɛɛt, khñom mın-tón cɔp tee.	Please wait a moment, I haven't finished yet.
1.	kaalnaa look sɔsɛɛ cɔp, bət siew-phıw.	When you finish writing, close your book.
	soum cam məphlɛɛt, khñom mın-tón cɔp tee.	Please wait a moment, I haven't finished yet.
2.	kaalnaa look yúl khlia nih, ləək day.	When you understand this sentence, raise your hand.
	soum cam məphlɛɛt, khñom mın tón yúl tee.	Please wait a moment, I haven't understood yet.

3.	kaalnaa look róoʔ khəəñ, məəl ksəp-ksəp.	When you find it, read it silently.
	soum cam məphlɛɛt, khñom róoʔ mın-tón khəəñ tee.	Please wait a moment, I haven't found it yet.
4.	kaalnaa look sdap baan haəy, baək siew-phıw.	When you have understood, open your book.
	soum cam məphlɛɛt, khñom sdap mın-tón baan.	Please wait a moment, I haven't understood yet.

TRANSFORMATION DRILLS

Drill A. Inserting Objects

MODEL: Teacher:	siew-phıw lıəŋ, khñom róoʔ mın-tón khəəñ tee.	The yellow book, I haven't found yet.
Student:	khñom róoʔ siew-phıw lıəŋ mın-tón khəəñ tee.	I haven't found the yellow book yet.

1.	tumpóa tii-buon, khñom róoʔ mın-tón khəəñ tee.	Page 4, I haven't found yet.
	khñom róoʔ tumpóa tii-buon mın-tón khəəñ tee.	I haven't found page 4 yet.
2.	look niyiey, khñom sdap mın-tón baan tee.	What you said, I haven't understood yet.
	khñom sdap look niyiey mın-tón baan tee.	I haven't understood what you said yet.
3.	mee-rien nih, yəəŋ rien mın-tón cɔp tee.	This lesson, we haven't finished studying yet.
	yəəŋ rien mee-rien nih mın-tón cɔp tee.	We haven't finished studying this lesson yet.
4.	tumpóa nih, yəəŋ mın-tón cap məəl tee.	This page, we haven't started reading yet.
	yəəŋ mın-tón cap məəl tumpóa nih tee.	We haven't started reading this page yet.
5.	khlia mun, kót sɔsɛe mın-tón cɔp tee.	The previous sentence, he has not finished writing yet.
	kót sɔsɛe khlia mun mın-tón cɔp tee.	He has not finished writing the previous sentence yet.

6.	siew-phɪw lɪəŋ, yeəŋ mɪn-tón chup rien tee.	The yellow book, we haven't stopped studying yet.
	yeəŋ mɪn-tón chup rien siew-phɪw lɪəŋ tee.	We haven't stopped studying the yellow book yet.

Drill B. Changing /tee/ to /haəy/

MODEL:	Teacher:	pii mun, khñom róoˀ mɪn-tón kheəñ tee.	Previously, I hadn't found it yet.
	Student:	ɛyləw, khñom róoˀ kheəñ haəy.	Now I have found it.

1.	pii mun, khñom sdap mɪn-tón lɪɪ tee.	Previously, I hadn't heard it yet.
	ɛyləw, khñom sdap lɪɪ haəy.	Now I have heard it.
2.	pii mun, khñom meəl mɪn-tón kheəñ tee.	Previously, I hadn't seen it yet.
	ɛyləw, khñom meəl kheəñ haəy.	Now, I have seen it.
3.	pii mun, kót sdap mɪn baan tee.	Previously, he didn't understand.
	ɛyləw, kót sdap baan haəy.	Now, he does understand.
4.	pii mun, kót róoˀ mɪn kheəñ tee.	Previously, he couldn't find it.
	ɛyləw, kót róoˀ kheəñ haəy.	Now he has found it.

Drill C. Changing /haəy/ to /mɪn-tón/

MODEL:	Teacher:	ɛyləw, khñom róoˀ kheəñ haəy.	Now I have found it.
	Student:	khñom róoˀ mɪn-tón kheəñ tee.	I haven't found it yet.

1.	ɛyləw, khñom sdap lɪɪ haəy.	Now I have heard it.
	khñom sdap mɪn-tón lɪɪ tee.	I haven't heard it yet.
2.	ɛyləw, khñom meəl kheəñ haəy.	Now I have seen it.
	khñom meəl mɪn-tón kheəñ tee.	I haven't seen it yet.
3.	ɛyləw, kót sdap baan haəy.	Now he understands.
	kót sdap mɪn-tón baan tee.	He doesn't understand yet.
4.	ɛyləw, kót róoˀ kheəñ haəy.	Now he has found it.
	kót róoˀ mɪn-tón kheəñ tee.	He hasn't found it yet.

Drıll D. Changıng /mın-tón/ to /haəy rı-nıwʔ/

MODEL:	**Teacher:** khñom róoʔ mın-tón khəəñ tee. **Student:** look róoʔ khəəñ haəy rı-nıwʔ	I haven't found ıt yet. Now have you found ıt?
1.	khñom sdap mın-tón lıı tee. look sdap lıı haəy rı-nıwʔ	I haven't heard ıt yet. Now have you heard ıt?
2.	khñom məəl mın-tón khəəñ tee. look məəl khəəñ haəy rı-nıwʔ	I haven't seen ıt yet. Now have you seen ıt?
3.	kót sdap mın-tón baan tee. kót sdap baan haəy rı-nıwʔ	He hasn't understood yet. Now does he understand?
4.	kót róoʔ mın-tón khəəñ tee. kót róoʔ khəəñ haəy rı-nıwʔ	He hasn't found ıt yet. Now has he found ıt?

Drıll E. Negatıng wıth /mın...sɔh/

MODEL:	**Teacher:** mee-rien nih sruol məəl. **Student:** mee-rien nih mın sruol məəl sɔh.	Thıs lesson ıs easy to learn. Thıs lesson ısn't at all easy to learn.
1.	piaʔ nih sruol thaa. piaʔ nih mın sruol thaa sɔh.	Thıs word ıs easy to say. Thıs word ıs not at all easy to say.
2.	khlia nih ŋiey yúl nah. khlia nih mın ŋiey yúl sɔh.	Thıs sentence ıs easy to understand. Thıs sentence ıs not at all easy to understand.
3.	rien khmaɛ pibaaʔ nah. rien khmaɛ mın pibaaʔ sɔh.	Learnıng Khmer ıs very hard. Learnıng Khmer ıs not hard at all.
4.	look thaa taam khñom trəw nah. look thaa taam khñom mın trəw sɔh.	You repeat after me quıte correctly. You don't repeat after me correctly at all.

UNIT 20

NARRATION

1. look cɛh róp tee?

2. baə look mın cɛh tee, soum look cam sdap.

3. ɛyləw kruu suo tıw səh thaa: look mian siew-phıw pəmaan téŋ-ɔh?

4. koun səh chlaəy thaa: khñom mian siew-phıw buon.

5. ɛyləw kee niyiey ɔmpii póa mədɔɔŋ.

6. póa téŋ-nuh kıı: póa meek, póa sɔɔ póa khmaw, haəy nıŋ póa lıəŋ tum.

7. kruu suo thaa: siew-phıw khaaŋ-kraom póa ɛy?

8. koun səh mənéʔ chlaəy phliem: póa meek.

9. koun səh prap kruu tiet thaa siew-phıw ləə kee póa sɔɔ.

10. taɛ koun səh mənéʔ tiet niyiey tɔɔ: póa khmaw nuh mın mɛɛn siew-phıw meel
 tee, kıı siew-phıw sɔsɛe.

1. Do you know how to count?
2. If you don't know, just wait and listen.
3. Now the teacher is asking the students: 'How many books do you have in all?'
4. The students answer: 'I have four books.'
5. Now they are talking about colors for a moment.
6. The colors are: Light blue, white, black, and orange.
7. The teacher asks: 'What color is the book on the bottom?'
8. A student answers immediately: 'It's light blue.'
9. The students tell the teacher further that the book on top is white.
10. But another student makes the point that the black one is not a book for
 reading-- it's a notebook.

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11. ɛyləw kee niyiey ɔmpii tumhum mədɔɔŋ.

12. kruu suo tıw səh: siew-phıw naa thom ciaŋ kee bɔŋ-ɔh?

13. koun səh mənéʔ chlaəy thaa: siew-phıw daɛl nıw kraom kee nuh thom ciaŋ
 kee bɔŋ-ɔh.

14. ɛyləw kót cɔŋ dəŋ thaa taə siew-phıw naa touc ciaŋ kee.

15. koun səh mənéʔ daɛl yúl sɔmnuo kɔɔ chlaəy thaa:

16. siew-phıw daɛl nıw ləə kee bɔŋ-ɔh touc ciaŋ kee.

17. kruu kɔɔ suo tiet thaa: siew-phıw daɛl thom ciaŋ kee póa ɛy?

18. koun səh mənéʔ daɛl dəŋ chbah chlaəy thaa: póa meek, mın mɛɛn póa khiew tee.

19. cɔh siew-phıw khiew nıw trɔŋ-naa, kruu suo tiet tıw səh.

20. səh mənéʔ kɔɔ cumriap tıw thaa: siew-phıw nuh nıw kɔndaal kee.

11. Now they are talking about sizes for a while.
12. The teacher asks the students: 'Which book is the largest?'
13. A student answers: 'The book that's on the bottom there is the largest.'
14. Now he wants to know which book is the smallest.
15. A student who understands the question answers:
16. 'The book that's on the very top is the smallest.'
17. Then the teacher asks further: 'What color is the biggest book?'
18. A student who knows for sure answers: 'It's light blue, not dark blue.'
19. 'Then where is the dark blue book?' the teacher asks the students.
20. A student comes back with: 'That book is in the middle.'

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21. ɛyləw kee cap rien məəl.

22. kruu aoy koun səh yóoʔ siew-phıw khiew móoʔ.

23. haəy koun səh menéʔ khəəñ kumnuu muoy nıw ləə króop siew-phıw.

24. kee kɔɔ suo tıw kruu thaa: nih cia túŋ ciat khmaɛ!?

25. kruu kɔɔ prap tıw səh thaa: tee, nuh krón-taɛ cia kumnuu tee.

26. ɛyləw soum baək tumpóa tii-muoy, kruu niyiey tıw kan səh.

27. koun səh suo tıw kruu thaa: taə kee rien sɔsɛe ɛyləw!?

28. kruu prap tıw kee thaa: mın-tón rien sɔsɛe ɛyləw tee.

29. mian koun səh menéʔ sɔsɛe ləə siew-phıw məəl.

30. kruu kɔɔ prap kee aoy praə krɔdah psɛeŋ tiet.

21. Now they are starting to study reading.
22. The teacher has the students take up the blue book.
23. And one of the students sees a design on the cover of the book.
24. So he asks the teacher: 'Is this the Cambodian national flag?'
25. The teacher tells the student: 'No, it's just a design.'
26. 'Now please open to page one,' the teacher says, addressing the students.
27. The students ask the teacher whether they are going to study writing now.
28. The teacher tells them that they are not going to study writing just yet.
29. There is one student who (wants to) write in the book.
30. The teacher tells him to use a separate piece of paper.

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31. ɛyləw kee cap rien məəl.

32. koun səh kee cɔŋ dəŋ thaa: taə kee cap məəl pii trɔŋ-naaʔ

33. kruu prap tıw kee thaa: kee nıŋ cap məəl pii bɔntót tii-pii, tıw dɔl bɔntót tii-buon.

34. koun səh suo tıw kruu tiet thaa: məəl aoy lıı, rıı-kɔɔ məəl ksəp-ksəpʔ

35. kruu prap kee thaa: məəl ksəp-ksəp.

36. luh məəl cɔp haəy, koun səh ləək day.

37. kruu suo tiet thaa: məəl cɔp téŋ-ɔh khnia haəy rı-nıwʔ

38. kruu prap aoy koun səh meəl próom khnia.

39. taɛ koun səh khlah meəl mın-səw dac.

40. kruu ɜoy kee meəl tól-taɛ cɔp.

31. Now they start studying reading.
32. A student wants to know what place they are going to start reading from.
33. The teacher tells him that they will start reading from line two and go as far as line four.
34. The students ask the teacher further whether they are to read aloud or silently.
35. The teacher tells them: 'Read silently.'
36. When they have finished reading, the students (are to) raise their hands.
37. The teacher asks further: 'Have all of you finished reading now?'
38. The teacher tells them to read in unison.
39. But some students cannot read very skillfully.
40. The teacher has them read until they have finished.

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NEW VOCABULARY

New items used in the Narration include the following:

1. Verbs and Nouns

róp	'to count'	...dac	'to be able to, to be skillful at'
cumriap	'to address someone'	punyúl	'to explain' (cf. yúl 'understand')
tumhum	'size' (cf. thom 'big')	yóoˀ ... (móoˀ)	'to take (up)'
króop	'cover'		
cɛh...	'to know how to'		

2. Functional Words

baə	'if'	tıw kan	'toward, to'
téŋ-nuh	'all those'	tıw dɔl	'up to'
phliem	'immediately'	tól-taɛ	'until'
tɔɔ	'further, in continuation'	luh	'following, upon, after'
mın-səw	'hardly, not very'		

NOTE: Review of Verbal Constructions

As previously indicated, verbal constructions in Cambodian are considerably more complex than noun constructions. Below is a summary of the principal types of verbal construction you have met thus far, and what you should know about them.

1. Verb-Verb. Negatives and other prior modifiers always precede the first verb, which is the head of the construction (i.e. can substitute for the whole). Objects and other modifiers follow the second verb.

Examples:	rien sɔsɛe	'study writing'
	cap meəl	'start to read'
	chup cɔmlɔɔŋ	'stop copying'

hat niyiey	'practice speaking'
cɛh praɛ	'know how to translate'

2. Adjective-Verb. This construction is absolutely parallel to the verb-verb construction above. Any apparent difference is a problem of translation into English.

Examples:		
	sruol rien	'easy to learn'
	pibaaʔ sɔsɛe	'hard to write'
	ŋiey yúl	'easy to understand'

3. Verb-Completive Verb. Negatives, objects, and included modifiers (see 6. below) normally come between the verb and the completive verb. The completive verb is also the head of the typical construction. Examples:

róoʔ khəəñ	'able to find'	sdap baan	'understand'
məəl khəəñ	'able to see'	sdap lıı	'able to hear'
məəl dac	'able to read'	rien cɔp	'finish studying'

4. Verb-Adjective. This construction is nearly always parallel to the completive-verb construction above. When the action described has not yet taken place (as in a command, or a statement about the future) the modifier /aoy/ is almost mandatorily inserted between the verb and the adjective. Examples:

thaa khlaŋ	'say it loud'	məəl yııt	'read slow'
niyiey tɛc-tɛc	'speak softly'	thvəə lʔɔɔ	'do it well'
sɔsɛe ñóp	'write fast'	yúl chbah	'understand clearly'

5. Prior Modifiers. Whether the verb construction involves one, two, or more major elements, certain modifiers always precede all verbal and adjectival elements in it. These are prior verbal modifiers.

Examples:		
	krón-taɛ rien məəl	'only study reading'
	nıŋ məəl khəəñ	'will be able to see'

One such modifier even precedes the subject:

baan yəəŋ rien	'then we will study'

A special case of prior modifiers is the set of words used in commands, which are common before verbs but rare before adjectives:

soum	'please'	cam	'wait and'
khɔm	'try to'	kom	'don't'

All verbal constructions introduced by prior modifiers are rarely negated with /min/ or its compounds; /kom/, of course, replaces /min/ entirely.

6. Included Modifiers. Other verbal modifiers, which normally precede a single verb or adjective, can occur between the parts of a complex verbal construction. This class includes all the negatives (see 8. below). Examples:

Examples:	róoʔ min kheəñ	'unable to find'
	niyiey aoy khlaŋ	'speak louder'
	meəl tól-taɛ cɔp	'read until finished'

7. Subsequent Modifiers. This class includes the final particles and other modifiers which invariably follow all the elements of a complex verbal construction. Some subsequent modifiers have meanings which differ according to what has preceded.

Examples:	(khñom) yúl haəy.	'Now I understand.' (Verb head)
	trəw haəy.	'That's right.' (Adjective head, /haəy/ almost automatic)
	chlaəy phliem nah.	'Answer right away, will you?' (Verb head)
	sruol nah.	'It's quite easy.' (Adjective head)
	sruol tee.	'It's easy.'
	min sruol tee.	'It's not easy.' (Automatic after /min/)
	min sruol sɔh.	'It's not at all easy.'
	sruol tee?	'Is it easy.'
	min sruol tee!?	'Isn't it easy?'
	praə tiw.	'Go ahead and use it.'
	cap rien sɔsɛɛ rih?	'Start studying writing, is that it?

8. Negation Patterns. Since knowing how to negate verbs and adjectives is vital to your ability to speak Khmer, the principal patterns you have had so far are summarized below.

	Prior Modifier	Included Modifier	Subsequent Modifier
Commands:	kom	(none)	(none)
Dependent Clauses:	min, min-səw, min-tón	(none)	(none)
	(none)	min, min-səw, min-tón	(none)
Statements:	min, min-səw, min-tón	(none)	tee, sɔh.
	(none)	min, min-səw, min-tón	tee, sɔh.
Questions:	min, min-səw, min-tón	(none)	tee rih?, tee!?
	(none)	min, min-səw, min-tón	tee rih?, tee!?

TRANSFORMATION DRILLS

Drill A. Insertion of Negatives

MODEL: Teacher: koun səh khlah məəl dac. (mın-səw)	Some of the students can read. (not much)
Student: koun səh khlah məəl mın-səw dac tee.	Some of the students can't read much.
1. koun səh khlah dəŋ chbah. (mın-səw)	Some students know it well. (not very)
koun səh khlah dəŋ mın-səw chbah tee.	Some of the students don't know it very well.
2. mee-rien khlah ŋiey yúl. (mın-səw)	Some of the lessons are easy to understand. (not very)
mee-rien khlah mın-səw ŋiey yúl tee.	Some of the lessons are not very easy to understand.
3. kruu bɔŋrien khlah niyiey khlaŋ. (mın-səw)	Some of the teachers speak loudly. (not very)
kruu bɔŋrien khlah niyiey mın-səw khlaŋ tee.	Some of the teachers don't speak very loudly.
4. koun səh khlah məəl cop haəy. (mın-tón)	Some of the students have finished reading already. (not yet)
koun səh khlah məəl mın-tón cop tee.	Some of the students have not finished reading yet.
5. piaʔ khlah pibaaʔ sɔsɛe nah. (mın-səw)	Some of the words are hard to write. (not very)
piaʔ khlah mın-səw pibaaʔ sɔsɛe tee.	Some of the words are not very hard to write.
6. koun səh khlah róoʔ khəəñ. (mın-tón)	Some of the students have found it. (not yet)
koun səh khlah róoʔ mın-tón khəəñ tee.	Some of the students haven't found it yet.
7. koun səh khlah sdap baan. (mın)	Some of the students understand it. (not)
koun səh khlah sdap mın baan tee.	Some of the students don't understand.
8. tumpóa khlah sruol məəl nah. (mın-səw)	Some of the pages are very easy to read. (not very)
tumpóa khlah mın-səw sruol məəl tee.	Some of the pages are not very easy to read.

Drill B. Use of /tól-taɛ/

MODEL:	Teacher: koun səh meel mın-səw dac. (kruu aoy kee khɔm meel)	The students can't read very much. (the teacher has them try to read)
	Student: bae koun səh meel mın-səw dac, kruu aoy kee khɔm meel tól-taɛ dac.	If the students can't read very much, the teacher has them try to read until they can.
1.	koun səh dəŋ mın-səw chbah (kruu aoy kee rien)	The students don't know it very well. (the teacher has them study)
	bae koun səh dəŋ mın-səw chbah, kruu aoy kee rien tól-taɛ chbah.	If the students don't know it very well, the teacher has them study until they do know it well.
2.	koun səh meel mın-tón cɔp. (kruu aoy kee meel)	The students haven't finished reading yet. (the teacher has them read)
	bae koun səh meel mın-tón cɔp, kruu aoy kee meel tól-taɛ cɔp.	If the students haven't finished reading yet, the teacher has them read until they have finished.
3.	piaʔ naa pibaaʔ thaa. (kruu kɔɔ aoy kee thaa, chbah)	Any word is hard to say. (the teacher then has them say... clearly)
	piaʔ naa pibaaʔ thaa, kruu kɔɔ aoy kee thaa tól-taɛ chbah.	If any word is hard to say, the teacher has them say it until it is clear.
4.	koun səh róoʔ mın khəəñ. (kruu aoy kee róoʔ)	The students haven't found it. (the teacher has them look for it)
	bae koun səh róoʔ mın khəəñ, kruu aoy kee róoʔ tól-taɛ khəəñ.	If the students haven't found it, the teacher has them look for it until they find it.
5.	koun səh sdap mın baan. (kruu punyúl aoy kee)	The students don't understand. (the teacher explains to them)
	bae koun səh sdap mın baan, kruu punyúl aoy kee sdap tól-taɛ baan.	If the students don't understand, the teacher explains to them until they understand.

6.	koun səh sdap mın-səw lıı. (kruu niyiey aoy khlaŋ)	The student don't hear it very well. (the teacher says it louder)
	bae koun səh sdap mın-səw lıı, kruu niyiey aoy khlaŋ tól-taɛ kee sdap lıı.	If the students don't hear it very well, the teacher says it louder until they are able to hear it.

Drill C. Use of Completive Verbs

MODEL:	Teacher:	khñom mın cɛh róp tee. (mın baan)	I don't know how to count. (not able to)
	Student:	khñom róp mın baan tee.	I can't count.

1.	khñom mın cɛh niyiey khmaɛ tee. khñom niyiey khmaɛ mın baan tee.	I don't know how to speak Cambodian. I can't speak Cambodian.
2.	khñom mın cɛh məəl ɔŋglee tee. khñom məəl ɔŋglee mın baan tee.	I don't know how to read English. I can't read English.
3.	khñom mın cɛh sɔsɛɛ khmaɛ tee. khñom sɔsɛɛ khmaɛ mın baan tee.	I don't know how to write Cambodian. I can't write Cambodian.
4.	khñom mın cɛh praə dɔɔŋ pakaa tee. khñom praə dɔɔŋ pakaa mın baan tee.	I don't know how to use a pen. I can't use a pen.
5.	khñom mın cɛh baək tee. khñom baək mın baan tee.	I don't know how to open it. I can't open it.
6.	khñom mın cɛh róoʔ tee. khñom róoʔ mın baan tee.	I don't know how to look for it. I can't find it.

REVIEW DRILLS

MULTIPLE SUBSTITUTION

Drill A.

1.	yəəŋ cap pii naa?	Where do we start from?
2.	yəəŋ cap pii tumpóa naa?	What page do we start from?
3.	look cap pii tumpóa naa?	What page do you start from?
4.	look cap pii trɔŋ nih.	You start from here.
5.	khñom cap pii trɔŋ nih.	I start from here.
6.	look cap pii trɔŋ nih.	You start from here.
7.	yəəŋ cap pii trɔŋ nih.	We start from here.
8.	yəəŋ cap pii trɔŋ naa?	Where do we start from?

Drill B.

1.	khñom məəl cɔp haəy.	I have finished reading.
2.	khñom praɛ cɔp haəy.	I have finished translating.
3.	look praɛ cɔp haəy.	You have finished translating.
4.	look niyiey cɔp haəy.	You have finished speaking.
5.	yəəŋ niyiey cɔp haəy.	We have finished speaking.
6.	yəəŋ praɛ cɔp haəy.	We have finished translating.
7.	look kruu praɛ cɔp haəy.	The teacher has finished translating.
8.	look kruu məəl cɔp haəy.	The teacher has finished reading.
9.	khñom məəl cɔp haəy.	I have finished reading.

Drill C.

1.	kaalnaa look məəl cɔp haəy ləək day.	When you have finished reading, raise your hand.
2.	kaalnaa look niyiey cɔp haəy ləək day.	When you have finished speaking, raise your hand.
3.	kaalnaa look niyiey cɔp haəy prap khñom.	When you have finished speaking, tell me.
4.	baə look niyiey cɔp haəy prap khñom.	If you have finished speaking, tell me.
5.	baə look yúl haəy prap khñom.	If you have understood, tell me.
6.	baə look yúl haəy ləək day.	If you have understood, raise your hand.
7.	baə look məəl cɔp haəy ləək day.	If you have finished reading, raise your hand.
8.	kaalnaa look məəl cɔp haəy ləək day.	When you have finished reading, raise your hand.

Drill D.

1.	baat, khlia téŋ-ɔh nih sruol yúl tee.	Yes, all these sentences are easy to understand.
2.	baat, piaʔ téŋ-ɔh nih sruol yúl tee.	Yes, all these words are easy to understand.
3.	baat, piaʔ téŋ-ɔh nih sruol məəl tee.	Yes, all these words are easy to read.
4.	baat, piaʔ pii-bɛy nih sruol məəl tee.	Yes, these few words are easy to read.
5.	baat, piaʔ pii-bɛy nih mın sruol məəl tee.	Yes, these few words are not easy to read.
6.	baat, khlia pii-bɛy nih mın sruol məəl tee.	Yes, these few sentences are not easy to read.

7. baat, khlia pii-bɛy nih sruol meel tee.	Yes, these few sentences are easy to read.
8. baat, khlia téŋ-ɔh nih sruol meel tee.	Yes, all these sentences are easy to read.
9. baat, khlia téŋ-ɔh nih sruol yúl tee.	Yes, all these sentences are easy to understand.

RESPONSE DRILLS

Drill A.

MODEL: Teacher:	yeeŋ cap meel pii trɔŋ naa? (bɔntót tii-buon)	Where do we start reading from? (line four)
Student:	yeeŋ cap meel pii bɔntót tii-buon.	We start reading from line four.

1. yeeŋ cap rien siew-phɨw naa mun? (siew-phɨw khiew)	Which book do we start studying first? (the blue book)
yeeŋ cap rien siew-phɨw khiew mun.	We start studying the blue book first.
2. yeeŋ cap niyiey ɔmpii ɛy mun? (srok khmaɛ)	What do we start speaking about first? (Cambodia)
yeeŋ cap niyiey ɔmpii srok khmaɛ mun.	We start speaking about Cambodia first.
3. yeeŋ cap rien ɛy mun? (meel khmaɛ)	What do we start learning first? (to read Cambodian)
yeeŋ cap rien meel khmaɛ mun.	We start learning to read Cambodian first.
4. yeeŋ cap thvee ɛy mun? (rien khmaɛ)	What are we going to start to do first? (study Cambodian)
yeeŋ cap rien khmaɛ mun.	We are going to start studying Cambodian first.

Drill B.

MODEL: Teacher:	khlia téŋ-ɔh nih sruol yúl tee?	Are all these sentences easy to understand?
Student:	baat, khlia téŋ-ɔh nih sruol yúl nah.	Yes, all these sentences are quite easy to understand.

1. siew-phɨw nih sruol meel tee?	Is this book easy to read?
baat, siew-phɨw nih sruol meel nah.	Yes, this book is quite easy to read.

2.	piaʔ nih sruol praə tee? baat, piaʔ nih sruol praə nah.	Is this word easy to use? Yes, this word is quite easy to use.
3.	piaʔ nuh sruol thaa tee? baat, piaʔ nuh sruol thaa nah.	Is that word easy to say? Yes, that word is quite easy to say.
4.	bɔntót tii-buon sruol praɛ tee. baat, bɔntót tii-buon sruol praɛ nah.	Is line four easy to translate? Yes, line four is quite easy to translate.

Drill C.

MODEL:	Teacher:	look yúl téŋ-ɔh tee?	Do you understand all of it?
	Student:	tee, look kruu, khñom yúl ntɛc-ntɛc.	No, teacher, I understand (only) a little of it.

1.	look praɛ baan téŋ-ɔh tee? tee, look kruu, khñom praɛ baan ntɛc-ntɛc.	Can you translate all of it? No, teacher, I can (only) translate a little of it.
2.	look məəl dac téŋ-ɔh tee? tee, look kruu, khñom məəl dac ntɛc-ntɛc.	Can you read all of it? No, teacher, I can (only) read a little of it.
3.	look thvəə téŋ-ɔh baan tee? tee, look kruu, khñom thvəə baan ntɛc-ntɛc.	Can you do all of it? No, teacher, I can (only) do a little of it.

Drill D.

MODEL:	Teacher:	look cɔp haəy rı-nıw? (cam)	Have you finished yet? (wait)
	Student:	khñom mın-tón cɔp tee, soum cam khñom məphlɛɛt.	I haven't finished yet, please wait for me a moment.

1.	look yúl haəy rı-nıw? (punyúl) khñom mın-tón yúl tee, soum punyúl khñom məphlɛɛt.	Have you understood yet? (explain) I haven't understood yet, please explain to me a moment.
2.	look dəŋ haəy rı-nıw? (prap) khñom mın-tón dəŋ tee, soum prap khñom məphlɛɛt.	Do you know it now? (tell) I don't know it yet, please tell me about it a moment.
3.	look cɛh praɛ haəy rı-nıw? (bɔŋhaañ) khñom mın-tón cɛh praɛ tee, soum bɔŋhaañ khñom məphlɛɛt.	Do you know how to translate it now? (show) I don't know how to translate it yet, please show me a moment.

Drill E.

MODEL:	Teacher:	look kruu aoy khñom məəl (rih)? (thaa taam)	Does the teacher want me to read? (repeat after him)
	Student:	tee, look kruu krón-taɛ aoy look thaa taam tee.	No, the teacher only wants you to repeat after him.
1.		kee aoy khñom tiw niw srok khmaɛ rih? (tiw rien)	Do they want me to go live in Cambodia? (go study)
		tee, kee krón-taɛ aoy look tiw rien tee.	No, they only want you to go study there.
2.		yəəŋ cap rien sɔsɛɛ khmaɛ rih? (rien məəl)	Are we going to start to learn to write Cambodian? (learn to read)
		tee, yəəŋ krón-taɛ rien məəl tee.	No, we are only going to learn to read it.
3.		siew-phiw nih, kee aoy look rih? (praə)	Did they give this book to you? (to use)
		tee, kee krón-taɛ aoy khñom praə tee.	No, they only let me use it.

UNIT 21

BASIC DIALOGUE

	Teacher	
1.	cmìep suo!	Hello!
	James	
2.	cmìep suo!	Hello!
	Teacher	
3.	look sok səbaay' cia teh?	How are you?
	James	
4.	baat, khñom sok səbaay' cia tee. coh look kùu.	I'm fine. And you, teacher?
	Teacher	
5.	ou, khñom sok səbaay douc thómədaa. look James, nih' ə, kañaa vansii' ə.	Oh, I'm well as usual. James, this is Vansy.
	James	
6.	cmìep suo! soum tooh, khñom sdap chmûh m tón' eh!	Hello! Excuse me, I didn't catch your name.
	Vansy	
7.	caah, khñom chmúh vansii.	My name is Vansy.
	James	
8.	ɔɔ kun. chmúh nıŋ lʔɔɔ' ah.	Thank you. That's very nice name.
	Vansy	
9.	ɔɔ kun. look thəə kaa ɛy?	Thank you. What is your job?
	James	
10.	baat, khñom cia anuʔpún nıw ambasaat ameriʔkaŋ.	I'm an attaché at the American Embassy.
	Vansy	
11.	coh look inoh, cia puoʔ-maaʔ look' ıh?	And that gentleman, is he a friend of yours?

	James	
12.	baat, soum tooh, kaññaa. look Jones cia puoʔ-maaʔ khñom cıt-dət' nah.	Yes, excuse me, Miss. Mr. Jones is a very close friend of mine.
	Vansy	
13.	cmìep suo, look Jones.	Hello, Mr. Jones.
	Jones	
14.	cmìep suo!	Hello.
	Vansy	
15.	caah, khñom thəə nıw kəsuoŋ kaa-bɔɔrəteh, khaaŋ vóppəthóa.	I work at the Foreign Ministry, in the cultural field.
	Jones	
16.	baat, soum tooh, khaaŋ ɛy?	Excuse me, what field?
	Vansy	
17.	caah, khaaŋ vóppəthóa.	The cultural field.
	Jones	
18.	ou, khaaŋ vóppəthóa! baat, khñom sdap baan' əh.	Oh, the cultural field! Now I understand.
	Vansy	
19.	look cɛh niʔyiey khmaɛ lʔɔɔ' ah.	You speak Cambodian very well.
	Jones	
20.	ɔɔ, khñom cmnaay peel cəən' ah, dmbɛy-nŋ rien khmaɛ.	Well, I put in a lot of time trying to learn Cambodian.

TRANSCRIPTION NOTE

From this unit on, all Basic Dialogues and Drills are transcribed in a style which reflects the Phnom Penh variety of colloquial speech (PPn) rather than the standard language (Std), which was represented in Units 1-20. The chief differences between the two styles of transcription, and hence also between the two dialects, PPn and Std, can be summarized under three main headings.

1) The treatment of unstressed first syllables of two-syllable words is different, the standard language version of such items nearly always being longer and more complex than the Phnom Penh equivalents.

Examples:	Std	krɔsuoŋ	PPn	kəsuoŋ	'ministry'
	Std	daəmbɛy	PPn	dmbɛy	'in order to'
	Std	cɔmnaay	PPn	cmnaay	'spend'
	Std	sɔsɛe	PPn	təsɛe	'write'

Std	ɛylew	PPn	alew	'now'
Std	aɛnaa	PPn	inaa	'where'
Std	ewpuk	PPn	ɔpuk	'father'

2) A simplification of initial and medial consonant clusters often occurs, even in stressed syllables, in Phnom Penh speech.

Example:	Std	thvee	PPn	thee	'to do'

This simplification always takes place in PPn when the second consonant of the cluster is Std /r/; but the /r/ in such cases is replaced by a low rising tone on the vowel nucleus which follows, often accompanied by some changes in the quality of the first vowel as well as an effect known as 'pharyngealization.' We write the low rising tone with a grave accent / ˋ / over the first vowel, and indicate the vowel changes as necessary. There are several examples of such /r/-clusters in the Basic Dialogue and Drills of this unit (some also involving unstressed first syllables-- see 1) above):

Std	praɛ	PPn	pàɛ	'translate'
Std	kruu	PPn	kùu	'teacher'
Std	craen	PPn	cèen	'much, many'
Std	cumriep	PPn	cmìep	'to greet'
Std	boŋrien	PPn	bŋìen, pŋìen	'to teach'

What happens to syllable-initial /r/ in the Phnom Penh dialect is an even more complex problem, which will be discussed later.

3) A reduction of unstressed functional words, especially pre-verbal modifiers and final particles, is a fairly constant feature of the Phnom Penh dialect.

Examples:	Std	min	PPn	m	'not'
	Std	niŋ	PPn	nŋ, n, ŋ	'will'
	Std	tiw	PPn	te	'go and'
	Std	móoʔ	PPn	me, móo	'come and'
	Std	tee	PPn	teh, eh	(negative or interrogative particle)
	Std	nah	PPn	ah	'very, isn't it'
	Std	haey	PPn	eh, eyh	'already'
	Std	rii, rih	PPn	ih	(interrogative particle)
	Std	tiw	PPn	tih	'go ahead and'

The Dialogue for Comprehension, in this unit and all that follow, is written in the standard version, with citation forms for all words, so that you can constantly be comparing both new and old vocabulary items in the two styles, since the text of the Basic Dialogue corresponds exactly with the text of the Dialogue for Comprehension.

DIALOGUE FOR COMPREHENSION

kruu boŋrien

1. cumriep suo!

look James

2. cumriep suo!

3. look sok sebaay cia tee?

4. baat, khñom sok sebaay cia tee! coh look kruu.

5. ou, khñom sok sebaay douc thómmedaa. look James, nih kaññaa vansii.

6. cumriep suo! soum tooh, khñom sdap chmúh mɪn tón tee!

kaññaa vansii

7. caah, khñom chmúh vansii.

8. ɔɔ kun. chmúh nɪŋ lʔɔɔ nah.

9. ɔɔ kun. look thvee kaa ɛy?

10. baat, khñom cia anuʔpún nɪw ambasaat ameriʔkaŋ.

11. coh look aɛnoh, cia puoʔ-maaʔ look rɪh?

12. baat, soum tooh, kaññaa. look Jones cia puoʔ-maaʔ khñom cɪt-det nah.

look Jones

13. cumriep suo, look Jones.

14. cumriep suo! kaññaa thvee kaa nɪw-aɛnaa?

15. caah, khñom thvee nɪw krosuoŋ kaa-bɔɔreteh, khaaŋ vóppethóa.

16. baat, soum tooh, khaaŋ ɛy?

17. caah, khaaŋ vóppethóa.

18. ou, khaaŋ vóppethóa! baat, khñom sdap baan haey.

19. look cɛh niyiey khmaɛ lʔɔɔ nah.

20. ɔɔ, khñom comnaay peel craen nah, daembɛy nɪŋ rien khmaɛ.

NOTE: /tón/ as a Completive Verb

Closely related to the negative /mɪn-tón/ 'not yet' (see Note, Unit 19) is the completive verb /tón/ 'to accomplish something in time, to have time to,' which occurs in both positive and negative constructions and occupies the same position as such completive verbs as /baan/ 'to be able' and /cɔp/ 'to finish' (see Note 3., Unit 20).

Examples:	taam tón	'to catch up (to have time to follow)'
	taam m tón	'to be unable to catch up (not have time to follow)'

In its negative form, the completive verb /tón/ provides a three-way meaning contrast in the case of certain verb constructions-- e.g. with /sdap/ 'listen':

m-tón sdap baan 'still didn't understand'	m-tón sdap lıı 'still didn't hear'

(in both cases, may or may not have actually listened)

sdap m-tón baan 'still didn't understand'	sdap m-tón lıı 'still couldn't hear'

(in both cases, definitely was listening)

sdap m tón
'didn't catch it'
(i.e. didn't listen in time)

Following are some other common completive-verb constructions involving /tón/ as the second constituent:

meəl tón	'to catch something visually (to have time to look)'
aan tón	'to have time to read' (/aan/ means only 'read')
rien tón	'to have time to study, to learn in time'
təsɛe tón	'to have time to write'
pàɛ tón	'to have time to translate'
thəə tón	'to have time to do'

NEW VOCABULARY

Following are some vocabulary sets which include items introduced only in the Drills of this unit, not in the Basic Dialogue itself. You will need to know them in order to perform the drills. (The transcription in parentheses, here and elsewhere, represents a Standard form which differs radically from the Phnom Penh form of the item in question.)

Language and Nationality Terms

khmaɛ	Cambodian
aməri?kaŋ	American
ɔŋglee	English
pèaŋ (baaraŋ)	French
alləmɔŋ	German
cən	Chinese
yuon	Vietnamese
siem	Thai
liaw	Lao
español	Spanish
rusii	Russian
phumia	Burmese

Reading and Writing Terms

səphəw (siew-phıw)	book
meəl	to read, look at
aan	to read (only)
təsɛe (sɔsɛe)	to write
kasaɛt[*]	newspaper, magazine
səbot (sɔmbot)[*]	ticket, note, letter

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[*] For the forms /kasaɛt'n and /səbot'n/ see Note, Unit 22.

DRILLS

Drill A: Response

MODEL:	Teacher: cmìep suo! (look)	Hello! (you, sir)
	Student: cmìep suo, look.	Hello, sir.
1.	cmìep suo! (look sɛ̀y)	Hello! (You, madam)
	cmìep suo, look sɛ̀y.	Hello, ma'am.
2.	cmìep suo! (kañaa)	Hello! (You, miss)
	cmìep suo, kañaa.	Hello, miss.
3.	cmìep suo (look kùu)	Hello! (You, teacher)
	cmìep suo, look kùu.	Hello, teacher.
4.	cmìep suo! (look tŋ-ɔh khnia)	Hello! (All of you)
	cmìep suo, look tŋ-ɔh khnia.	Hello, everybody.
5.	cmìep suo! (vansii)	Hello! (Vansy)
	cmìep suo, vansii.	Hello, Vansy.

Drill B: Substitution

1.	look sok səbaay' cia teh?	How are you?
2.	look sɛ̀y sok səbaay' cia teh?	How are you, ma'am?
3.	kañaa sok səbaay' cia teh?	How are you, miss?
4.	look kùu sok səbaay' cia teh?	How are you, teacher?
5.	look tŋ-ɔh khnia sok səbaay' cia teh?	How are you all?
6.	vansii sok səbaay' cia teh?	How are you, Vansy?

Drill C: Response

MODEL:	Teacher: sok səbaay' cia teh? (look)	How are you? (sir)
	Student: coh look. sok səbaay' cia teh?	And you sir, how are you?
1.	sok səbaay' cia teh? (look sɛ̀y)	How are you? (ma'am)
	coh look sɛ̀y. sok səbaay' cia teh?	And you, ma'am, how are you?
2.	sok səbaay' cia teh? (kañaa)	How are you? (miss)
	coh kañaa. sok səbaay' cia teh?	And you, miss, how are you?
3.	sok səbaay' cia teh? (look kùu)	How are you? (teacher)
	coh look kùu. sok səbaay' cia teh?	And you, teacher, how are you?

4.	sok sebaay' cia teh? (look tŋ-ɔh khnia)	How are you? (all you gentlemen)
	coh look tŋ-ɔh khnia. sok sebaay' cia teh?	And all you gentlemen, how are you?
5.	sok sebaay' cia teh? (vansii)	How are you? (Vansy)
	coh vansii. sok sebaay' cia teh?	And you, Vansy, how are you?

Drill D: Substitution

1.	soum tooh, khñom sdap m tón' eh!	Excuse me, I didn't catch it! (Didn't have time to listen)
2.	soum tooh, khñom meel m tón' eh!	Excuse me, I didn't have time to look at it!
3.	soum tooh, khñom aan m tón' eh!	Excuse me, I didn't have time to read it!
4.	soum tooh, khñom rien m tón eh!	Excuse me, I didn't have time to learn it!
5.	soum tooh, khñom taam m tón' eh!	Excuse me, I couldn't catch up! (Didn't have time to follow)
6.	soum tooh, khñom tesɛe m tón' eh!	Excuse me, I didn't have time to write it!
7.	soum tooh, khñom pàɛ m tón' eh!	Excuse me, I didn't have time to translate it!
8.	soum tooh, khñom thee m tón' eh!	Excuse me, I didn't have time to do it!

Drill E: Negative Response

1.	look sdap tón' eh?	Did you catch it?
	tee, khñom sdap m tón' eh!	No, I didn't catch it.
2.	look meel tón' eh?	Did you have time to look at it?
	tee, khñom meel m tón' eh!	No, I didn't have time to look at it.
3.	look aan tón' eh?	Did you have time to read it?
	tee, khñom aan m tón' eh!	No, I didn't have time to read it.
4.	look rien tón' eh?	Did you have time to learn it?
	tee, khñom rien m tón' eh!	No, I didn't have time to learn it.
5.	look taam tón' eh?	Could you catch up to it?
	tee, khñom taam m tón' eh!	No, I couldn't catch up to it.
6.	look tesɛe tón' eh?	Did you have time to write it?
	tee, khñom tesɛe m tón' eh!	No, I didn't have time to write it.

7.	look pàɛ tón' eh? tee, khñom pàɛ m tón' eh!	Did you have time to translate it? No, I didn't have time to translate it.
8.	look thee tón' eh? tee, khñom thee m tón' eh!	Did you have time to do it? No, I didn't have time to do it.

Drill F: Positive Response

1.	look sdap tón' eh? baat, khñom sdap tón' eh.	Did you catch it? Yes, I caught it.
2.	look meel tón' eh? baat, khñom meel tón' eh!	Did you have time to look at it? Yes, I had time to look at it.
3.	look aan tón' eh? baat, khñom aan tón' eh.	Did you have time to read it? Yes, I had time to read it.
4.	look rien tón' eh? baat, khñom rien tón' eh.	Did you have time to learn it? Yes, I had time to learn it.
5.	look taam tón' eh? baat, khñom taam tón' eh.	Could you catch up to it? Yes, I caught up to it.
6.	look tesɛe tón' eh? baat, khñom tesɛe tón' eh.	Did you have time to write it? Yes, I had time to write it.
7.	look pàɛ tón' eh? baat, khñom pàɛ tón' eh.	Did you have time to translate it? Yes, I had time to translate it.
8.	look thee tón' eh? baat, khñom thee tón' eh.	Did you have time to do it? Yes, I had time to do it.

Drill G: Response (female student)

MODEL:	Teacher: kañaa chmúh ɛy? (vansii) Student: caah, khñom chmúh vansii.	What is your name, miss? (Vansy) My name is Vansy.
1.	kañaa meel ɛy? (kasaɛt) caah, khñom meel kasaɛt'n.	What are you looking at, miss? (a magazine) I'm looking at a magazine.
2.	kañaa aan ɛy? (ɔŋglee) caah, khñom meel ɔŋglee.	What are you reading, miss? (English) I'm reading English.
3.	kañaa rien ɛy? (khmaɛ) caah, khñom rien khmaɛ.	What are you studying, miss? (Cambodian) I am studying Cambodian.
4.	kañaa tesɛe ɛy? (sebot) caah, khñom tesɛe sebot'n.	What are you writing, miss? (a letter) I'm writing a letter.
5.	kañaa coul-cet ɛy? (kafɛe) caah, khñom coul-cet kafɛe.	What do you like, miss? (coffee) I like coffee.

Drill H: Response (Male student)

MODEL:	Teacher: look chmúh ɛyʔ (saw)	What is your name, sir? (Sau)
	Student: baat, khñom chmúh saw.	My name is Sau.
1.	look mɘɘl ɛyʔ (kasaɛt)	What are you looking at, sir? (a magazine)
	baat, khñom mɘɘl kasaɛt'n.	I'm looking at a magazine.
2.	look aan ɛyʔ (ɔŋglee)	What are you reading, sir? (English)
	baat, khñom mɘɘl ɔŋglee.	I'm reading English.
3.	look rien ɛyʔ (khmaɛ)	What are you studying, sir? (Cambodian)
	baat, khñom rien khmaɛ.	I am studying Cambodian.
4.	look tɘsɛɛ ɛyʔ (sɘbot)	What are you writing, sir? (a letter)
	baat, khñom tɘsɛɛ sɘbot'n.	I'm writing a letter.
5.	look coul-cɘt ɛyʔ (kafɛe)	What do you like, sir? (coffee)
	baat, khñom coul-cɘt kafɛe.	I like coffee.

Drill I: Substitution

1.	look cɛh niʔyiey khmaɛ lʔɔɔ' ah.	You know how to speak Cambodian very well.
2.	look cɛh niʔyiey ɔŋglee lʔɔɔ' ah.	You know how to speak English very well.
3.	look cɛh niʔyiey pèaŋ lʔɔɔ' ah.	You know how to speak French very well.
4.	look cɛh niʔyiey allemɔŋ lʔɔɔ' ah.	You know how to speak German very well.
5.	look cɛh niʔyiey cen lʔɔɔ' ah.	You know how to speak Chinese very well.
6.	look cɛh niʔyiey yuon lʔɔɔ' ah.	You know how to speak Vietnamese very well.
7.	look cɛh niʔyiey siem lʔɔɔ' ah.	You know how to speak Thai very well.
8.	look cɛh niʔyiey liaw lʔɔɔ' ah.	You know how to speak Lao very well.
9.	look cɛh niʔyiey español lʔɔɔ' ah.	You know how to speak Spanish very well.

Drill J: Expansion

1. look saw.
2. look saw cɛh.
3. look saw cɛh ɔŋglee.
4. look saw cɛh niʔyiey ɔŋglee.
5. look saw cɛh niʔyiey ɔŋglee lʔɔɔ' ah.
6. look saw cɛh niʔyiey ɔŋglee lʔɔɔ' ah, mɛɛn' eh?

1. Mr. Sau.
2. Mr. Sau knows.
3. Mr. Sau knows English.
4. Mr. Sau knows how to speak English.
5. Mr. Sau knows how to speak English very well.
6. Mr. Sau knows how to speak English very well, doesn't he?

Drill K: Reduction

1. look saw cɛh niʔyiey ɔŋglee lʔɔɔ' ah, mɛɛn' eh?
2. look saw cɛh niʔyiey ɔŋglee lʔɔɔ' ah.
3. look saw cɛh niʔyiey ɔŋglee.
4. look saw cɛh ɔŋglee.
5. look saw cɛh.
6. look saw.

1. Mr. Sau know how to speak English very well, doesn't he?
2. Mr. Sau knows how to speak English very well.
3. Mr. Sau knows how to speak English.
4. Mr. Sau knows English.
5. Mr. Sau knows.
6. Mr. Sau.

UNIT 22

BASIC DIALOGUE

	Teacher	
1.	kañaa vansii cia khmaɛ, mɛɛn' eh?	Miss Vansy is Cambodian, isn't she?
	First Student	
2.	baat, pəkɔt' əh. kañaa vansii, kót cia khmaɛ.	Yes, that's right. Miss Vansy is a Cambodian.
	Teacher	
3.	look cam' eh, kót thee kaa ɛy?	Do you remember what work she does?
	First Student	
4.	baat, khñom phlic' eh.	I've forgotten already.
	Teacher	
5.	nenaa' nıw cam?	Who still remembers?
	Second Student	
6.	baat, khñom! kót thee kaa nıw kəsuoŋ kaa-bɔɔrəteh, phnaɛk khaaŋ vóppəthóa.	I do! She works at the Foreign Ministry in the cultural section.
	Teacher	
7.	look nık kheəñ' inıw?	Do you remember now? (Have you thought of it yet?)
	First Student	
8.	baat, khñom nık kheəñ' əh.	Yes, now I remember.
	Teacher	
9.	mənuh daɛl niʔyiey cəmuoy kañaa vansii chmúh ɛy-khlah?	Who were the people who were talking with Miss Vansy?
	Third Student	
10.	baat, kıı look Smith nıŋ look Jones.	They were Mr. Smith and Mr. Jones.
	Teacher	
11.	look Smith thee kaa ɛy?	What is Mr. Smith's job?
	First Student	
12.	baat, look Smith cia anuʔpún nıw ambasaat ameriʔkaŋ.	Mr. Smith is an Attaché at the American Embassy.
13.	look Jones, mın dəŋ kót thee ɛy' teh!	I don't know what Mr. Jones does.

Teacher

14.	kañaa vansii məthee ɛy?	What did Miss Vansy come for?

Second Student

15.	baat, kót məleeŋ.	She came to visit.

Teacher

16.	kañaa vansii tèw cəmɛcʼ nɯŋ look kùu?	What relation is Miss Vansy to the teacher?

Second Student

17.	baat, kañaa vansii cia pʔoun sɛ̀y ləbɔh look kùu.	Miss Vansy is the younger sister of the teacher.

Teacher

18.	kañaa vansii cɛh niʔyiey ɔŋgleeʼ teh?	Does Miss Vansy know how to speak English?

Third Student

19.	baat, kót niʔyiey ɔŋglee baan lʔɔɔ kuo-sɔm.	Yes, she can speak English rather well.

Teacher

20.	look coul-cət kótʼ eh?	Do you like her?

Third Student

21.	baat, khñom coul-cət kótʼ nah.	Yes, I like her a lot.
22.	kót kuo-sɔm, haəy réʔ-téʔʼ nah.	She's nice, and she's very cordial.

DIALOGUE FOR COMPREHENSION

kruu boŋrien	koun səh
1. kaññaa vansii cia khmaɛ, mɛɛn tee?	2. baat, prakɔt haəy.. kaññaa vansii, kót cia khmaɛ.
3. look cam tee, kót thvəə kaa ɛy?	4. baat, khnóm phlic haəy.
5. ńeʔ-naa nɪw cam?	6. baat, khñom! kót thvəə kəə nɪw krɔsuoŋ kaa-bɔɔrəteh, phnaɛk khaaŋ vóppəthóa.
7. look nɪk kheəñ haəy rɪ-nɪw?	8. baat, khñom nɪk kheəñ haəy.
9. mənuh daɛl niyiey cia-muoy kaññaa vansii chmúh ɛy-khlah?	10. baat, kɪɪ look Smith nɪŋ look Jones.

11. look Smith thvəə kaa ɛy?

12. baat, look Smith cia anuʔpún
nıw ambasaat ameriʔkaŋ.

13. look Jones, mın dəŋ kót thvəə
ɛy tee.

14. kaññaa vansii móoʔ thvəə ɔvɛy?

15. baat, kót móoʔ leeŋ.

16. kaññaa vansii trəw cia mɛc nıŋ look
kruu?

17. baat, kaññaa vansii cia pʔoun
srɛy rəbɔh look kruu.

18. kaññaa vansii cɛh niyiey ɔŋglee tee?

19. baat, kót niyiey ɔŋglee baan
lʔɔɔ kuo-sɔm.

20. look coul-cət kót tee?

21. baat, khñom coul-cət kót nah.

22. kót kuo-sɔm, haəy réʔ-téʔ nah.

NOTE: Sentence Enclitics and Intonation

Another feature of the transcription used from Unit 21 onward is the marking of the last heavily stressed syllable in each sentence (or clause). This is done with a tic / ' /, written immediately after the syllable in question, except when the heavy-stressed syllable is the very last one in the sentence (or clause), in which case it is unmarked.

Examples:		
1.	nənaa' nıw cam?	'Who still remembers?'
2.	khñom phlic' əh.	'I've forgotten (already).'
3.	kót cia khmaɛ.	'She's a Cambodian.'

In the third example, the last heavily stressed syllable is /khmaɛ/, which ends the sentence and therefore is not marked with / ' /. In the second example, there is a single unstressed syllable /əh/ (standing for /haəy/) after the last heavy-stressed one. Such a syllable is a sentence enclitic. The first example does not contain a sentence enclitic, by definition, since there are two syllables, /nıw cam/, after the heavy stress.

Nearly all sentence enclitics in the Phnom Penh dialect are reduced forms of final particles (see Note, Unit 21).

For example:

ah (nah)	eh (tee)	
əh (haəy)	dɛh (daɛ)	
ıh (rıı)	nŋ (nıŋ)	

These enclitics occur on sentences and clauses of every possible intonation type.

	Without Enclitic	With Enclitic
Normal:	kót cia khmaɛ. 'She's Cambodian.'	kót cia khmaɛ' dɛh. She's Cambodian, too.
Assertive:	kót cia khmaɛ! 'She is Cambodian.	kót cia khmaɛ' teh! She's Cambodian.

Interrogative:	kót cia khmaɛ? 'She's Cambodian?	kót cia khmaɛ' teh? Is she Cambodian?
Surprised Int:	kót cia khmaɛ!? 'She's Cambodian?	kót cia khmaɛ' ıh? 'Is she Cambodian?'

Besides the sentence enclitics which correspond to final particles, as above, the Phnom Penh dialect has other enclitics which do not correspond to any word of the written or spoken language, but are determined solely by the phonetic environment-- i.e., when the conditions are right, they just happen. A common member of this class of enclitics occurs several times in the present unit. The conditions under which it occurs are twofold:

a) The sentence has normal statement intonation-- pitch running downhill to a relatively low level toward the end of the sentence, but rising back up on the last syllable-- written /·/. This intonation occurs clearly in the taped answers to Drills B, C, D, E, and G of this unit.

b) The last syllable of the sentence is stressed, and ends in a voiceless consonant; the possibilities for the latter are the stops /p, t, c, k, ʔ/ and the spirant /h/. (Note that the requirement of stress rules out the presence of any sentence-particle enclitic.)

When these two conditions are present, the result is invariably an automatic nasal enclitic, /m, n, ñ, ŋ/, occurring immediately after the voiceless sound that ends the sentence. This addition to the sentence also serves to carry the rising part of the sentence intonation (which cannot, of course, occur on the voiceless portion /p, t, c, k, ʔ, h/). The choice of a particular nasal, moreover, is determined by the type of voiceless final consonant that happens to occur at the end, and has nothing to do with the meaning of the sentence (unlike the true sentence enclitics). The nasal is always the one which is articulated in the same position as the voiceless consonant; in the cases of /h/ and /ʔ/ it is the nearest nasal, /ŋ/.

The transcription distinguishes between the automatic enclitics and the sentence-particle enclitics by writing the former type immediately after the stress-mark /'/, while leaving a space before the latter type. The possibilities for the automatic nasal, then, are as follows:

---p'm. ---t'n. ---c'ñ. ---k'ŋ. ---ʔ'ŋ. ---h'ŋ.

Examples: baat, kót móo sdap'm.
Yes, she came to listen.

baat, kót meel kasaɛt'n.
Yes, she's reading a newspaper.

baat, khñom coul-cet ntɛc'ñ.
Yes, I like it somewhat.

baat, khñom móoʔ pii amerik'ŋ.
Yes, I come from America.

baat, pibaaʔ'ŋ.
Yes, it's difficult.

baat, nıw cıt poh'ŋ.
Yes, it's near the post-office.'

Examples of automatic nasal enclitics will be found in Drills C and G of this unit, and also in Drills G and H of Unit 21.

NEW VOCABULARY

Following are some new and old items, verbs and adjectives, that you will need to perform the drills which follow.

cam	'to wait, remember'	baan	'to get'
(móoʔ) cam	'to (come and) wait'	tətuǫl (tóotuol)	'to receive, greet (in person)'
(niw) cam	'to (still) remember'	cmiep (cumriep)	'to address, greet (with words)'
nik	'to think; feel'	cuop	'to meet'
kit	'to think, calculate'	coul-cət	'to like'
nik kheəñ	'to think of, remember'		
leeŋ	'to see (someone), visit, play, do something for fun'	lʔɔɔ	'good, nice'
təleeŋ (tiw leeŋ)	'to go visit'	kuo-sɔm	'proper, fitting'
məleeŋ (móoʔ leeŋ)	'to come visit'	réʔ-téʔ	'correct in manners, hospitable'
leeŋ baal	'to play ball'	ré-téʔ lʔɔɔ	'nice and cordial'
		lʔɔɔ kuo-sɔm	'rather well, quite well'

DRILLS

Drill A: Substitution

1.	kañaa cia khmaɛ, mɛɛn' eh?	You're Cambodian aren't you?
2.	kañaa cia ɔŋglee, mɛɛn' eh?	You're English aren't you?
3.	kañaa cia pèaŋ, mɛɛn' eh?	You're French aren't you?
4.	kañaa cia allemɔŋ, mɛɛn' eh?	You're German aren't you?
5.	kañaa cia cen, mɛɛn' eh?	You're Chinese aren't you?
6.	kañaa cia yuon, mɛɛn' eh?	You're Vietnamese aren't you?
7.	kañaa cia siem, mɛɛn' eh?	You're Thai aren't you?
8.	kañaa cia liaw, mɛɛn' eh?	You're Lao aren't you?
9.	kañaa cia español mɛɛn' eh?	You're Spanish aren't you?

Drill B. Response

MODEL: Teacher:	kañaa vansii cia khmaɛ, mɛɛn' eh?	Miss Vansy is Cambodian, isn't she?
Student:	baat, pekɔt' eh.. kañaa vansii, kót cia khmaɛ.	Yes, that's right. Miss Vansy is Cambodian.
1.	kañaa vansii cia ɔŋglee, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia ɔŋglee.	Miss Vansy is English, isn't she? Yes, that's righr, Miss Vansy is English.
2.	kañaa vansii cia pèaŋ, mɛɛn' ɛy? baat, pekɔt' eh..kañaa vansii, kót cia pèaŋ.	Miss Vansy is French, isn't she? Yes, that's right, Miss Vansy is French.
3.	kañaa vansii cia allemɔŋ, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia allemɔŋ.	Miss Vansy is German, isn't she? Yes, that's right, Miss Vansy is German.
4.	kañaa vansii cia cen, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia cen.	Miss Vansy is Chinese, isn't she? Yes, that's right, Miss Vansy is Chinese.
5.	kañaa vansii cia yuon, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia yuon.	Miss Vansy is Vietnamese, isn't she? Yes, that's right. Miss Vansy is Vietnamese.
6.	kañaa vansii cia siem, mɛɛn' eh? baat, pekɔt eh..kañaa vansii, kót cia siem.	Miss Vansy is Thai, isn't she? Yes, that's right, Miss Vansy is Thai.
7.	kañaa vansii cia liaw, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia liaw.	Miss Vansy is Lao, isn't she? Yes, that's right, Miss Vansy is Lao.
8.	kañaa vansii cia español, mɛɛn' eh? baat, pekɔt' eh..kañaa vansii, kót cia español.	Miss Vansy is Spanish, isn't she? Yes, that's right, Miss Vansy is Spanish.

Drill C. Response

MODEL: Teacher:	look cam' eh, kót thəə εy? (kùu bŋìen)	Do you remember what she does? (teacher)
Student:	baat, kót thəə kùu bŋìen.	Yes, she works as a teacher.
1.	look cam' eh, kót chmúh εy? (vansii)	Do you remember what her name is? (Vansy)
	baat, kót chmúh vansii.	Yes, her name is Vansy.
2.	look cam' eh, kót məəl εy? (kasaεt)	Do you remember what she was looking at? (magazine)
	baat, kót məəl kasaεt'n.	Yes, she was looking at a magazine.
3.	look cam' eh, kót rien εy? (khmaε)	Do you remember what she was studying? (Cambodian)
	baat, kót rien khmaε.	Yes, she was studying Cambodian.
4.	look cam' eh, kót təsεe εy? (səbot)	Do you remember what she was writing? (a letter)
	baat, kót təsεe səbot'n.	Yes, she was writing a letter.
5.	look cam'eh, kót aan εy? (ɔŋglee)	Do you remember what she was reading? (English)
	baat, kót aan ɔŋglee.	Yes, she was reading English.
6.	look cam' eh, kót pàε εy? (kasaεt)	Do you remember what she was translating? (magazine)
	baat, kót pàε kasaεt'n.	Yes, she was translating a magazine.

Drill D. Response

MODEL: Teacher:	nənaa' niw cam? (khñom)	Who still remembers? (me)
Student:	baat, khñom' niw cam.	I still remember.
1.	nənaa' niw cam? (look Jones)	Who still remembers? (Mr. Jones)
	baat, look Jones' niw cam.	Mr. Jones still remembers.
2.	nənaa' niw cam? (kañaa vansii)	Who still remembers? (Miss Vansy)
	baat, kañaa vansii' niw cam.	Miss Vansy still remembers.
3.	nənaa' niw cam? (kót)	Who still remembers? (him)
	baat, kót' niw cam.	He still remembers.
4.	nənaa' niw cam? (yəəŋ tŋ-ɔh khnia)	Who still remembers? (all of us)
	baat, yəəŋ tŋ-ɔh khnia' niw cam.	All of us still remember.

5.	nenaa' nıw cam? (look sɛ̀y)	Who stıll remembers? (Madame)
	baat, look sɛ̀y' nıw cam.	Madame stıll remembers.
6.	nenaa' nıw cam? (look inoh)	Who stıll remembers? (that gentleman)
	baat, look inoh' nıw cam.	That gentleman stıll remembers.

Drıll E. Posıtıve Response

1.	look nık kheeñ' inıw?	Have you remembered ıt?
	baat, khñom nık kheeñ' eh.	Yes, I have remembered ıt now.
2.	look rien' inıw?	Have you studıed ıt?
	baat, khñom rien' eh.	Yes, I have studıed ıt.
3.	look meel' inıw?	Have you looked at ıt?
	baat, khñom meel' eh.	Yes, I have looked at ıt.
4.	look sdap baan' inıw?	Have you understood?
	baat, khñom sdap baan' eh.	Yes, I have understood.
5.	look yúl' inıw?	Do you understand?
	baat, khñom yúl' eh.	Yes, I understand now.
6.	look kheeñ' inıw?	Do you see ıt yet?
	baat, khñom kheeñ'eh.	Yes, I see ıt now.
7.	look thee' inıw?	Have you done ıt yet?
	baat, khñom thee' eh.	Yes, I've done ıt.
8.	look baan' inıw?	Have you gotten ıt?
	baat, khñom baan' eh.	Yes, I've got ıt.

Drıll F. Negatıve Response

1.	look nık kheeñ' inıw?	Have you remembered ıt?
	baat, khñom m tón nık kheeñ' eh!	No, I haven't remembered ıt yet.
2.	look rien' inıw?	Have you studıed ıt?
	baat, khñom m tón rien' eh!	No, I haven't studıed ıt yet.
3.	look meel' inıw?	Have you looked at ıt?
	baat, khñom m tón meel' eh!	No, I haven't looked at ıt yet.
4.	look sdap baan' inıw?	Have you understood?
	baat, khñom m tón sdap baan' eh?	No, I haven't understood yet.
5.	look yúl' inıw?	Do you understand?
	baat, khñom m tón yúl' eh?	No, I haven't understood ıt.
6.	look kheeñ' inıw?	Do you see ıt yet?
	baat, khñom m tón kheeñ' eh!	No, I haven't seen ıt yet.

7.	look thee' inıw? baat, khñom m tón thee' eh!	Have you done it yet? No, I haven't done it yet.
8.	look baan' inıw? baat, khñom m tón baan' eh!	Have you gotten it? No, I haven't gotten it yet.

Drill G. Response

MODEL: Teacher:	kañaa vansii móo thee ɛy? (leeŋ)	What did Miss Vansy come for? (to visit)
Student:	baat, kót móo leeŋ.	She came to visit.
1.	kañaa vansii móo thee ɛy? (rien) baat, kót móo rien.	What did Miss Vansy come for? (to study) She came to study.
2.	kañaa vansii móo thee ɛy? (meel) baat, kót móo meel.	What did Miss Vansy come for? (to look) She came to look.
3.	kañaa vansii móo thee ɛy? (bŋ̀len) baat, kót móo bŋlen.	What did Miss Vansy come for? (to teach) She came to teach.
4.	kañaa vansii móo thee ɛy? (sdap) baat, kót móo sdap'm.	What did Miss Vansy come for? (to listen) She came to listen.
5.	kañaa vansii móo thee ɛy? (cam look kùu) baat, kót móo cam look kùu.	What did Miss Vansy come for? (to wait for the teacher) She came to wait for the teacher.
6.	kañaa vansii móo thee ɛy? (tetuol look kùu) baat, kót móo tetuol look kùu.	What did Miss Vansy come for? (to greet the teacher) She came to greet the teacher.
7.	kañaa vansii móo thee ɛy? (cuop look kùu) baat, kót móo cuop look kùu.	What did Miss Vansy come for? (to meet the teacher) She came to meet the teacher.

Drill H. Response

MODEL: Teacher:	look saw cɛh niʔyiey ɔŋglee' teh?	Does Mr. Sau know how to speak English?
Student:	baat, kót niʔyiey ɔŋglee baan lʔɔɔ kuo-som.	Yes, he can speak English quite well.
1.	look saw cɛh niʔyiey khmaɛ' teh?	Does Mr. Sau know how to speak Cambodian?
	baat, kót niʔyiey khmaɛ baan lʔɔɔ kuo-som.	Yes, he can speak Cambodian quite well.
2.	look saw cɛh niʔyiey cən' teh?	Does Mr. Sau know how to speak Chinese?
	baat, kót niʔyiey cən baan lʔɔɔ kuo-som.	Yes, he can speak Chinese quite well.
3.	look saw cɛh niʔyiey yuon' teh?	Does Mr. Sau know how to speak Vietnamese?
	baat, kót niʔyiey yuon baan lʔɔɔ kuo-som.	Yes, he can speak Vietnamese quite well.
4.	look saw cɛh niʔyiey siem' teh?	Does Mr. Sau know how to speak Thai?
	baat, kót niʔyiey siem baan lʔɔɔ kuo-som.	Yes, he can speak Thai quite well.
5.	look saw cɛh niʔyiey liaw' teh?	Does Mr. Sau know how to speak Lao?
	baat, kót niʔyiey liaw baan lʔɔɔ kuo-som.	Yes, he can speak Lao quite well.
6.	look saw cɛh niʔyiey pèaŋ' teh?	Does Mr. Sau know how to speak French?
	baat, kót niʔyiey pèaŋ baan lʔɔɔ kuo-som.	Yes, he can speak French quite well.
7.	look saw cɛh niʔyiey allemɔŋ' teh?	Does Mr. Sau know how to speak German?
	baat, kót niʔyiey allemɔŋ baan lʔɔɔ kuo-som.	Yes, he can speak German quite well.
8.	look saw cɛh niʔyiey español' teh?	Does Mr. Sau know how to speak Spanish?
	baat, kót niʔyiey español baan lʔɔɔ kuo-som.	Yes, he can speak Spanish quite well.

Drill I. Substitution

1.	look coul-cet kót' eh?	Do you like her?
2.	look coul-cet kafɛe' teh?	Do you like coffee?
3.	look coul-cet rien' eh?	Do you like to study?
4.	look coul-cet look Smith' eh?	Do you like Mr. Smith?
5.	look coul-cet niʔyiey khmaɛ' teh?	Do you like to speak Cambodina?
6.	look coul-cet meel kasaɛt' eh?	Do you like to look at magazines?
7.	look coul-cet leeŋ baal' leh?	Do you like to play ball?
8.	look coul-cet kañaa vansii' teh?	Do you like Miss Vansy?

UNIT 23

BASIC DIALOGUE

	look Smɪth	
1.	kùosaa ləbɔh kañaa nɪw mpiñ' ɪh?	Is your famıly ın Phnom Penh?
	kañaa vansii	
2.	caah, kùosaa khñom nɪw mpiñ.	Yes, my famıly ıs ın Phnom Penh.
	look Smɪth	
3.	coh ɔpuk-mədaay kañaa, kót thəə ɛy?	And what do your mother and father do?
	kañaa vansii	
4.	caah, paa khñom, kót thəə kùu bŋìen. maʔ khñom, kót cia chmɔɔp.	My dad ıs a teacher, and my mom ıs a mıdwıfe.
	look Smɪth	
5.	kañaa mian bɔɔŋ-pʔoun pəmaan néʔ?	How many brothers and sısters do you have?
	kañaa vansii	
6.	caah, khñom mian bɔɔŋ-pʔoun pmpɪl néʔ.	I have seven brothers and sısters.
	look Smɪth	
7.	sɛ̀y pəmaan? pɔ̀oh pəmaan?	How many sısters? How many brothers?
	kañaa vansii	
8.	caah, sɛ̀y bɛy néʔ, pɔ̀oh buon néʔ.	Three sısters and four brothers.
	look Smɪth	
9.	kañaa cia koun chbɔɔŋ, mɛɛn' eh?	You're the oldest, are you?
	kañaa vansii	
10.	caah, m mɛɛn' teh! khñom cia koun tii-buon!	No, I'm not! I am the fourth chıld.
	look Smɪth	
11.	phtéh kañaa nɪw tɔ̀ŋ-naa?	Where ıs your house?
	kañaa vansii	
12.	caah, phtéh khñom nɪw phləw yuʔkanthóo, leek məphey-pmpɪl.	My house ıs on Yukanthor Street, No. 27.

	look Smith	
13.	ɔpuk-mədaay kañaa, kót ayuʔ pəmaan' əh?	How old are your mother and father?
	kañaa vansii	
14.	caah, ɔpuk khñom, kót ayuʔ hoksəp chnam.. mədaay khñom, kót ayuʔ haasəp-pèam chnam.	My father is sixty years old, and my mother is fifty-five years old.
	look Smith	
15.	soum tooh, bɔɔŋ-pʔoun kañaa, kee nɪw cəmuoy khnia tŋ-ɔh' aləw?	Excuse me, but are your brothers and sisters all living together now?
	kañaa vansii	
16.	caah tee! bɔɔŋ khñom bɛy néʔ, kee mian pdɛy-pəpún' əh.	No. Three of my older siblings are married already.
	look Smith	
17.	kee mian phtéh səbaɛŋ khluon-aɛŋ haəy' ɪh?	They have their own separate households then?
	kañaa vansii	
18.	caah! khnom haəy-nɪŋ pʔoun khñom bɛy néʔ tiet nɪw cəmuoy ɔpuk-mədaay khñom.	Yes. Three of my younger brothers and sisters and myself live with our parents.
	look Smith	
19.	ɔpuk kañaa, kót rətraɛt haəy, mɛɛn' eh?	Your father has retired, has he?
	kañaa vansii	
20.	caah, kót tèw rətraɛt' əh, ptaɛ riecchkaa som oy kót thəə kaa tɔɔ-tətiet!	Well he should have retired already, but the government asked him to keep on working.
	look Smith	
21.	khñom soum ɔɔ kun kañaa cèen ah.	I want to thank you very much.

DIALOGUE FOR COMPREHENSION

look Smɪth	kaññaa vansii
1. kruosaa rəbɔh kaññaa nɪw phnum piñ rɪh?	2. caah, kruosaa khñom nɪw phnum piñ.
3. coh əwpuk-mədaay kaññaa, kót thvəə ɛy?	4. caah, paa khñom kót thvəə kruu bɔŋrien. maʔ khñom, kót cia chmɔɔp.
5. kaññaa mian bɔɔŋ-pʔoun ponmaan néʔ?	6. caah, khñom mian bɔɔŋ-pʔoun prampɪl néʔ.
7. srɛy ponmaan? proh ponmaan?	8. caah, srɛy bɛy néʔ, proh buon néʔ.
9. kaññaa cia koun chbɔɔŋ, mɛɛn tee?	10. caah, mɪn mɛɛn tee! khñom cia koun tii-buon!
11. phtéh kaññaa nɪw trɔŋ-naa?	12. caah, phtéh khñom nɪw phləw yukanthóo, leek məphɛy-prampɪl.
13. əwpuk-mədaay kaññaa, kót aayuʔ ponmaan haəy?	14. caah, əwpuk khñom, kót aayuʔ hoksəp chnam. mədaay khñom, kót aayuʔ haasəp-pram chnam.
15. soum tooh, bɔɔŋ-pʔoun kaññaa, kee nɪw cia-muoy téŋ-ɔh ɛyləw?	16. caah tee! bɔɔŋ khñom bɛy néʔ, kee mian pdɛy-prɔpún haəy.
17. kee mian phtéh sɔmbaɛŋ khluon-aɛŋ haəy rɪh?	18. caah! khñom haəy-nɪŋ pʔoun khñom bɛy néʔ tiet nɪw cia-muoy əwpuk-mədaay khñom.
19. əwpuk kaññaa, kót rətraɛt haəy, mɛɛn tee?	20. caah, kót trəw rətraɛt haəy, pontaɛ riecchkaa soum aoy kót thvəə kaa tɔɔ tɪw tiet.
21. khñom soum ɔɔ kun kaññaa craən nah.	

NOTE: Pronouns, Titles and Kinship Terms

In Cambodian, there is a close relationship between personal pronouns and those nouns which represent titles or kinship terms. Must titles can also serve as second and third person pronouns, as you have already seen. Most kinship terms, similarly, can serve as first and second person pronouns (occasionally also third).

Examples:

Titles		Kinship Terms	
look	mister, you, he	paa	father, you, I
look srɛy	madam, you, she	maʔ	mother, you, I
kaññaa	miss, you, she	koun	child, you, I
niaŋ	child, you, he, she	bɔɔŋ	older sibling, you, I
look kruu	teacher, you, he	pʔoun	younger sibling, you, I
néʔ kruu	teacher, you, she		

Note that some kinship terms occur in duplicate sets, one member being more formal than the other. In such cases it is the informal member that most often serves as a pronoun.

Examples:

əwpuk	father	mədaay	mother
paa	dad (you, I)	maʔ	mom (you, I)

Kinship terms, like titles, are frequently compounds:

koun proh	son	bɔɔŋ-pʔoun	siblings (olders and youngers)
koun srɛy	daughter	əwpuk-mədaay	parents
bɔɔŋ proh	older brother	pdɛy-pəpún	husband and wife
pʔoun srɛy	younger sister		

Except for kinship nouns referring to higher generations and marriage relationships, note that the simple Cambodian terms do not specify sex, but the age relationsip is of primary importance:

bɔɔŋ	older sibling	koun	child
pʔoun	younger sibling		

When the sex of the person is specified, a compound form is used (/bɔɔŋ srɛy/ 'older sister,' etc.) for the noun, but the whole compound is seldom used as a pronoun.

In third-person situations, the kinship term is most often a noun (simple or compound) modified by a pronoun indicating the person to whom the relationship is pertinent. (Note that the more formal terms are used in when speaking about other peoples' relatives, the less formal ones when speaking about ones own relatives).

paa khñom	my dad	əwpuk-mədaay look	your parents

It remains for us to list those items which are pronouns only (i.e. neither titles nor kinship terms). There are only a few of these in Cambodian, and none at all for the second person (except in extremely familiar styles of address).

Examples:				
	khñom	I	kót	he, she, they
	yəəŋ	we	kee	one; he, she, they
			via	it; he, she, they

Of the three third person pronouns, /kót/ is the most respectful; /kee/ is impersonal, and less respectful when applied to specific persons; and /via/, the usual word for animals and inanimate objects, is definitely disrespectful when applied to persons. All three, besides filling the usual positions of nouns and pronouns (subject, object, possessive construction, etc.) quite frequently occur between the subject and predicate, where they serve to reinforce the identity of the subject. (This construction is not, however, considered 'bad grammar,' as it is in English.)

Examples: bɔɔŋ proh khñom, kót cia kruu bɔŋrien.
'My older brother, he's a teacher.'

pʔoun srɛy khñom, kee thvəə kaa nıw srok amerik.
'My younger sister, she works in America.'

koun khñom, via mın thvəə kaa tee.
'My child, (it) doesn't work.'

(For this use of /kee/ and /kót/, see also drills F, G, H, and I)

NEW VOCABULARY: The Numeral System

You have already had the numbers 1-19 (see New Vocabulary, Unit 11). The rest of the Cambodian numerals are quite regular, and predictable once you have mastered the remainder of the vocabulary items and the system itself.

20-90		Higher Numbers	
məphey	20	məróoy	100
saamsəp	30	pii róoy	200
saɛsəp	40	məpón	1,000
haasəp	50	bɛy pón	3,000
hoksəp	60	məməın	10,000
cətsəp	70	buon məın	40,000
paɛtsəp	80	məsaɛn	100,000
kawsəp	90	pram saɛn	500,000
		məlian	1,000,000
		pmmuoy lian	6,000,000

Complex higher numbers are constructed by starting with the highest units or their multiples (right column) and simply adding each unit or multiple of lower denomination in turn. Note only that when the higher unit is 'one', the 'one' is always represented, by /mə/ (/muoy/).

Example: məpón pmbuon róoy hoksəp-pram '1965'

DRILLS

Drill A. Substitution

1.	kùosaa ləbɔh kañaa nıw mpiñJ?	Is your family in Phnom Penh, miss?
2.	kùosaa ləbɔh look sɛ̀y nıw mpiñJ?	Is your family in Phnom Penh, m'am?
3.	kùosaa ləbɔh look nıw mpiñJ?	Is your family in Phnom Penh, sir?
4.	kùosaa ləbɔh look kùu nıw mpiñJ?	Is your family in Phnom Penh, teacher?
5.	kùosaa ləbɔh niaŋ nıw mpiñJ?	Is your family in Phnom Penh, miss?
6.	kùosaa ləbɔh vansii nıw mpiñJ?	Is your family in Phnom Penh, Vansy?
7.	kùosaa ləbɔh look tŋ-ɔh khnia nıw mpiñJ?	Are all of your families in Phnom Penh?

Drill B. Substitution

1.	coh medaay look, kót nıw-inaa?	And your mother, where is she?
2.	coh ɔpuk look, kót nıw inaa?	And your father, where is he?
3.	coh bɔɔŋ look, kót nıw inaa?	And your older siblings, where are they?
4.	coh pʔoun look, kót nıw inaa?	And your younger siblings, where are they?
5.	coh ɔpuk-medaay look, kót nıw inaa?	And your parents, where are they?
6.	coh bɔɔŋ-pʔoun look, kót nıw inaa?	And your brothers and sisters, where are they?

Drill C. Positive Response

1.	kùosaa ləbɔh kañaa nıw mpiñJ?	Your family is in Phnom Penh?
	caah, kùosaa ləbɔh khñom nıw mpiñ.	Yes, my family is in Phnom Penh.
2.	kùosaa ləbɔh look sɛ̀y nıw vaasəntaonJ?	Your family is in Washington?
	caah, kùosaa ləbɔh khñom nıw vaasəntaon.	Yes, my family is in Washington.
3.	kùosaa ləbɔh look nıw sòk khmaɛJ?	Your family is in Cambodia?
	baat, kùosaa ləbɔh khñom nıw sòk khmaɛ.	Yes, my family is in Cambodia.
4.	kùosaa ləbɔh kót nıw sòk amerik' ıh?	His family is in America?
	baat, kùosaa ləbɔh kót nıw sòk amerik'ŋ.	Yes, his family is in America.
5.	ɔpuk-medaay look nıw phləw yuʔkanthóoJ?	Your parents are on Yukanthor Street?
	baat, ɔpuk-medaay khñom nıw phləw yuʔkanthóo.	Yes, my parents are on Yukanthor Street.

6.	opuk-medaay kañaa nɨw parii/?	Your parents are in Paris?
	caah, opuk-medaay khñom nɨw parii.	Yes, my parents are in Paris.
7.	booŋ-pʔoun kañaa nɨw sȯk nih/?	Your brothers and sisters are in this country?
	caah, booŋ-pʔoun khñom nɨw sȯk nih'ŋ.	Yes, my brothers and sisters are in this country.

Drill D. Negative Response

MODEL: Teacher:	kůosaa kañaa nɨw parii/? (tee, vaasentaon)	Your family is in Paris? (No, Washington)
Student:	tee, kůosaa khñom nɨw vaasentaon.	No, my family is in Washington.

1.	kůosaa kañaa nɨw vaasentaon/? (tee, mpiñ)	Your family is in Washington? (No, Phnom Penh)
	tee, kůosaa khñom nɨw mpiñ.	No, my family is in Phnom Penh.
2.	kůosaa kañaa nɨw sȯk khmɛɛ/? (tee, sȯk amerik)	Your family is in Cambodia? (No, America)
	tee, kůosaa khñom nɨw sȯk amerik'ŋ.	No, my family is in America.
3.	kůosaa kañaa nɨw parii/? (tee, mpiñ)	Your family is in Paris? (No, Phnom Penh)
	tee, kůosaa khñom nɨw mpiñ.	No, my family is in Phnom Penh.
4.	kůosaa kañaa nɨw sȯk amerik' ɨh? (tee, sȯk khmɛɛ)	Your family is in America? (No, Cambodia)
	tee, kůosaa khñom nɨw sȯk khmɛɛ.	No, my family is in Cambodia.
5.	kůosaa kañaa nɨw sȯk khmɛɛ/? (tee, sȯk nih)	Your family is in Cambodia? (No, this country)
	tee, kůosaa khñom nɨw sȯk nih'ŋ.	No, my family is in this country.
6.	kůosaa kañaa nɨw sȯk nih' ɨh? (tee, sȯk khmɛɛ)	Your family is in this country? (No, Cambodia)
	tee, kůosaa khñom nɨw sȯk khmɛɛ.	No, my family is in Cambodia.

Drill E. Response

MODEL: Teacher:	kañaa mian booŋ pemaan néʔ? (pram)	How many older siblings do you have? (five)
Student:	caah, khñom mian booŋ pram néʔ.	I have five older siblings.

1.	kañaa mian pʔoun pemaan néʔ? (bɛy)	How many younger siblings do you have? (three)
	caah, khñom mian pʔoun bɛy néʔ.	I have three younger siblings.

2.	kañaa mian booŋ-pʔoun pemaan néʔ? (pmbɛy)	How many brothers and sisters do you have? (eight)
	caah, khñom mian booŋ-pʔoun pmbɛy néʔ?	I have eight brothers and sisters.
3.	kañaa mian koun pemaan néʔ? (pii)	How many children do you have? (two)
	caah, khñom mian koun pii néʔ.	I have two children.
4.	kañaa mian koun proh pemaan néʔ? (menéʔ)	How many sons do you have? (one)
	caah, khñom mian koun proh menéʔ.	I have one son.
5.	kañaa mian koun srɛy pemaan néʔ? (menéʔ)	How many daughters do you have? (one)
	caah, khñom mian koun srɛy menéʔ.	I have one daughter.
6.	kañaa mian booŋ-pʔoun proh pemaan néʔ? (bɛy)	How many brothers do you have? (three)
	caah, khñom mian booŋ-pʔoun proh bɛy néʔ.	I have three brothers.
7.	kañaa mian booŋ-pʔoun srɛy pemaan néʔ? (buon)	How many sisters do you have? (four)
	caah, khŋom mian booŋ-pʔoun srɛy néʔ buon neʔ?	I have four sisters.
8.	kañaa mian booŋ pemaan néʔ? (khmian soh, cia koun chbooŋ)	How many older siblings do you have? (none at all, I'm the oldest)
	caah, khñom khmian booŋ soh. khñom cia koun chbooŋ!	I don't have any older siblings at all, I am the oldest child.

Drill F. Response

MODEL. Teacher.	opuk kañaa, kót ayuʔ pemaan' oh? (haasep)	How old is your father? (fifty)
Student.	caah, opuk khñom, kót ayuʔ haasep chnam' oh.	My father is fifty years old.
1.	medaay kañaa, kót ayuʔ pemaan' oh? (saɛsep)	How old is your mother? (forty)
	caah, medaay khñom, kót ayuʔ saɛsep chnam' oh.	My mother is forty years old.
2.	pʔoun kañaa, kee ayuʔ pemaan' oh? (dop)	How old is your younger sibling? (ten)
	caah, pʔoun khñom, kee ayuʔ dop chnam' oh.	My younger sibling is ten years old.

3.	booŋ kañaa, kót ayuʔ pemaan' eh? (mephey pram)	How old is your older sibling? (twenty-five)
	caah, booŋ khñom kót ayuʔ mephey pram chnam' eh.	My older sibling is twenty-five years old.
4.	booŋ srɛy kañaa, kót ayuʔ pemaan' eh. (mephey bɛy)	How old is your older sister? (twenty-three)
	caah, booŋ srɛy khñom, kót ayuʔ mephe mephey bɛy chnam' eh.	My older sister is twenty-three years old.
5.	booŋ proh kañaa, kót ayuʔ pemaan' eh? (mephey pmbɛy)	How old is your older brother? (twenty-eight)
	caah, booŋ proh khñom, kót ayuʔ mephey pmbɛy chnam' eh.	My older brother is twenty-eight years old.
6.	pʔoun srɛy kañaa, kee ayuʔ pemaan' eh? (pėam-ndop)	How old is your younger sister? (fifteen)
	caah, pʔoun srɛy khñom, kee ayuʔ pėam-ndop chnam' eh.	My younger sister is fifteen years old.
7.	pʔoun proh kañaa, kee ayuʔ pemaan' eh? (pmbɛy)	How old is your younger brother? (eight)
	caah, pʔoun proh khñom, kee ayuʔ pmbɛy chnam' eh.	My younger brother is eight years old.

Drill G. Positive Response

1.	opuk-medaay kañaa niw cemuoy khnia/?	Are your parents still together?
	caah, opuk-medaay khñom, kót niw cemuoy khnia.	Yes, my parents are still together.
2.	booŋ-pʔoun kañaa niw cemuoy khnia/?	Are your brothers and sisters still together?
	caah, booŋ-pʔoun khñom, kót niw cemuoy khnia.	Yes, my brothers and sisters are still together.
3.	kañaa niŋ medaay kañaa niw cemuoy khnia/?	Are you and your mother still together?
	caah, khñom niŋ medaay khñom niw cemuoy khnia.	Yes, my mother and I are still together.
4.	kañaa niŋ opuk kañaa niw cemuoy khnia/?	Are you and your father still together?
	caah, khñom niŋ opuk khñom niw cemuoy khnia.	Yes, my father and I are still together.

5. kañaa nɨŋ pʔoun kañaa nɨw cemuoy khnia↗?	Are you and your younger siblings still together?
caah, khñom nɨŋ pʔoun khñom nɨw cemuoy khnia.	Yes, my younger siblings and I are still together.
6. kañaa nɨŋ booŋ kañaa nɨw cemuoy khnia↗?	Are you and your older siblings still together?
caah, khñom nɨŋ booŋ khñom nɨw cemuoy khnia.	Yes, my older siblings and I are still together.

Drill H. Negative Response

MODEL: Teacher: booŋ-pʔoun look nɨw cemuoy khnia tŋ-oh' alow?	Are your brothers and sisters all together now?
(baat tee, mian phtéh sombaɛŋ khluon-aɛŋ' eh)	(No, they have their own separate households)
Student: baat tee, booŋ-pʔoun khñom, kee mian phtéh sobaɛŋ khluon-aɛŋ' eh.	No, my brothers and sisters have their own separate households now.
1. booŋ-pʔoun look nɨw cemuoy tŋ-oh' alow?	Are all your brothers and sisters together now?
(baat tee, bɛy néʔ mian pdɛy-pəpún' eh)	(No, three of them are married already)
baat tee, booŋ-pʔoun khñom bɛy néʔ, kee mian pdɛy-pəpún' eh.	No, three of my brothers and sisters are already married.
2. booŋ-pʔoun look nɨw cemuoy khnia tŋ-oh' alow?	Are all your brothers and sisters together now?
(baat tee, taɛ pʔoun buon néʔ' teh)	(No, only four younger siblings)
baat tee, taɛ pʔoun khñom buon néʔ' teh, nɨw cemuoy khnia.	No, only four of my younger siblings are together.
3. booŋ-pʔoun look nɨw cemuoy khnia tŋ-oh' alow?	Are all your brothers and sisters together now?
(baat tee, booŋ menéʔ mian pəpún' eh)	(No, one oldest brother has a wife now)
baat tee, booŋ khñom mené mian pəpún' eh.	No, one of my older brothers has a wife now.
4. booŋ-pʔoun look nɨw cemuoy khnia tŋ-oh' alow?	Are all your brothers and sisters together now?
(baat tee, pʔoun pii néʔ mian pdɛy' eh)	(No, two younger sisters have husbands already)
baat tee, pʔoun khñom pii néʔ mian pdɛy' eh.	No, two of my younger sisters have husbands already.

Drill I. Multiple Substitution

1. paa khñom, kót thee kùu bŋien.	My dad is a teacher.
2. booŋ khñom, kót thee kùu bŋien.	My older brother is a teacher.
3. booŋ khñom, kót cia anu'pún niw ambasaat khmaɛ.	My older brother is an attaché in the Cambodian Embassy.
4. p'oun khñom, kee cia anu'pún niw ambasaat khmaɛ.	My younger brother is an attaché in the Cambodian Embassy.
5. p'oun khñom, kee thee kaa niw krasuoŋ kaa-booreteh.	My younger brother works in the Ministry of Foreign Affairs.
6. p'oun khñom, kee cia chmoop.	My younger sister is a midwife.
7. ma' khñom, kót cia chmoop.	My mom is a midwife.
8. ma' khñom, kót retreat haey.	My mom has retired.
9. paa khñom, kót retreat haey.	My dad has retired.
10. paa khñom, kót thee kùu bŋien.	My dad is a teacher.

Drill J. Expansion

1. phlew yu'kanthóo.	Yukanthor Street.
2. niw phlew yu'kanthóo.	On Yukanthor Street.
3. khñom niw phlew yu'kanthóo.	I am on Yukanthor Street.
4. khñom niw phlew yu'kanthóo, leek mephey pmpil.	I am on Yukanthor Street, Number 27.
5. phteh khñom niw phlew yu'kanthóo, leek mephey pmpil.	My house is on Yukanthor Street, Number 27.
6. phteh khñom niw phnum piñ, phlew yu'kanthóo, leek mephey pmpil.	My house is in Phnom Penh, Number 27.
7. caah, phteh khñom niw phnum piñ, phlew yu'kanthóo, leek mephey pmpil.	Yes, my house is in Phnom Penh, Yukanthor Street, Number 27.

Drill K. Reduction

1. caah, phteh khñom niw phnum piñ, phlew yu'kanthóo, leek mephey pmpil.	Yes, my house is in Phnom Penh, Yukanthor Street, Number 27.
2. caah, phteh niw phnum piñ, phlew yu'kanthóo, leek mephey pmpil.	Yes, the house is in Phnom Penh, Yukanthor Street, Number 27.
3. caah, phteh niw phnum piñ, phlew yu'kanthóo.	Yes, the house is in Phnom Penh, Yukanthor Street.
4. caah, phteh niw phnum piñ.	Yes, the house is in Phnom Penh.
5. caah, niw phnum piñ.	Yes, it's in Phnom Penh.
6. niw phnum piñ.	It's in Phnom Penh.
7. phnum piñ.	Phnom Penh.

UNIT 24

BASIC DIALOGUE

Sok	
1. look chmúh ɛy?	What's your name?
Paul	
2. khñom chmúh pool.	My name is Paul.
Sok	
3. look thee kaa ɛy?	What's your job?
Paul	
4. baat, khñom thee kaa nıw kosuoŋ khoosenaakaa ameri°kaŋ.	I work at the American Information Service.
Sok	
5. ooh look inoh, thee kaa nıw-inaa' dɛh?	And you over there sir, where do you work?
James	
6. baat, khñom thee kaa nıw anbasaat ameri°kaŋ.	I work at the American Embassy.
Sok	
7. look ñooñ modol mpiñ pii ŋkaal?	When did you arrive in Phnom Penh?
James	
8. baat, khñom modol mpiñ cit mokhae' ah.	I arrived in Phnom Penh almost a month ago.
Sok	
9. alow look somna°-asȯay nıw-inaa?	Where are you staying now?
James	
10. ou, khñom nıw otaɛl comuoy look pool.	Oh, I'm in the hotel with Paul.
Sok	
11. otaɛl naa?	Which hotel?
James	
12. baat, otaɛl rɔ́yal.	The Hotel Royale.
Sok	
13. ooh look pisaa baay nıw-inaa?	And where do you eat?

	Paul	
14.	baat, khñom ñam baay nıw khnoŋ otaɛl nıŋ daɛ.	I eat right in the hotel.
	kee mian məhoup khmaɛ chŋáñ' ah.	They have very delicious Cambodian food.
	Sok	
15.	baat, meen' əh.	Yes, that's right.
	khñom thlóp tıw ñam baay nıw kəlaɛŋ nuh pii-bɛy dɔɔŋ' dɛh.	I have gone to eat there two or three times myself.
	Paul	
16.	nih cia otaɛl lˀɔɔ ciaŋ kee bŋ-ɔh, taam khñom smaan.	This is the best hotel of all, I believe.
	Sok	
17.	baat, pəkɔt' əh.	Yes, that's right.
	James	
18.	con phtéh look' nıw tɔ̀ŋ-naa?	And where is *your* house?
	Sok	
19.	baat, phtéh khñom leek məhɔ̀ɔy məphey, məhaa-vithɛy monivúŋ.	My house is Number 120, Monivong Avenue.
	James	
20.	ñceŋ m chŋaay pəmaan pii kəlaɛŋ khñom nıw' dɛh.	Then it's not too far from where I live.

DIALOGUE FOR COMPREHENSION

Sok	**Paul, James**
1. look chmúh ɛy?	2. khñom chmúh pool.
3. look thvəə kaa ovɛy?	4. baat, khñom thvəə kaa nıw krɔsuoŋ khoosənaakaa ameriˀkaŋ.
5. coh look aɛnoh, thvəə kaa nıw-aɛnaa daɛ?	6. baat, khñom thvəə kaa nıw ambasaat ameriˀkaŋ.
7. look sñceeñ mɔ́ɔˀ dol phnum pıñ pii ɔŋkaal?	8. baat, khñom mɔ́ɔˀ dol phnum pıñ cıt rəkhaɛ haəy.
9. ɛyləw look sɔmnaˀ aasraay nıw-aɛnaa?	10. ou, khñom nıw outaɛl cia-muoy look pool.
11. outaɛl naa?	12. baat, outaɛl róoyal.

13. coh look piisaa baay nıw-aɛnaaʔ

14. baat, khñom ñam baay nıw khnoŋ outaɛl nıŋ daɛ.
kee mian məhoup khmaɛ chŋañ nah.

15. baat, mɛɛn haey.
khñom thlóp tıw ñam baay nıw kɔnlaɛŋ nuh pii-bɛy dɔɔŋ daɛ.

16. nih cia outaɛl lʔɔɔ ciaŋ kee bɔŋ-ɔh, taam khñom smaan.

17. baat, prakɔt haey.

18. coh phtéh look nıw trɔŋ-naaʔ

19. baat, phtéh khñom leek meróoy məphey, mohaa-vithɛy móoniivúŋ.

20. əñceŋ mın chŋaay ponmaan pii kɔnlaɛŋ khñom nıw daɛ.

NOTE: Polite Expressions

We have already seen how levels of politeness are reflected in the use of pronouns and kinship terminology (Note, Unit 23). In Cambodian, as in many other languages, different levels of politeness are also reflected in the selection among vocabulary items of other kinds having virtually the same meaning-- e.g. objects, persons, and activities. Most English examples of this type are in the realm of taboo, or near-taboo, concepts ('spit' vs. 'expectorate,' 'sweat' vs. 'perspire'), but there are plenty of cases outside this area as well: 'house' vs. 'residence,' 'live' vs. 'reside,' boss', vs. 'supervisor,' and 'buy' vs. 'purchase.'

Cambodian examples of this kind are frequently found in reference to commonplace activities such as eating, sleeping, and moving from place to place:

sii baay	to eat (crude)	nıw	to be located, stay (in a place)
ñam baay	to eat (familiar)	rúh nıw	to live (in a place)
tetuol-tian baay	to eat (impersonal)	somnaʔ-asėay nıw	to reside (more honorific than first two)
pesaa baay	to eat (polite)	deek	to sleep (ordinary)
asėay (asraay) baay	to take meals (formal)	tetuol-tian dmneek	to sleep (honorific)

There are special sets of terms, even more honorific than any above, applied to the activities and appurtenances of priests, and still others applied to royalty. Without going into this specialized vocabulary, we can state the difference between English and Cambodian levels of politeness most simply in this way: in English, the essential factor is the relationship between the speaker and his audience; in Cambodian, it is the relation between the persons talked about and their activities-- i.e. subject and predicate-- that counts. For example, all four of the sentences below are possible in English:

a) I eat dinner at the hotel.

b) I dine at the hotel.

c) The teacher eats dinner at the hotel.

d) The teacher dines at the hotel.

The closest Cambodian equivalents of the sentences would be something like the following:

a) khñom ñam baay niw otaɛl.
*c) look kruu ñam baay niw otaɛl.
*b) khñom pəsaa baay niw otaɛl.
d) look kruu pəsaa baay niw otaɛl

Sentences b) and c) are marked with an asterisk, because they are of rare ocurrence-- b) is nearly impossible. The explanation is that /pəsaa/ 'eat' is too honorific a verb for a lowly person such as /khñom/ 'I', while /ñam/ 'eat' is too familiar a verb to be associated with a respected person such as a teacher.

There are no special verbs of motion reflecting a comparable difference of politeness in Cambodian, but the distinction is made between ordinary motion and motion on the part of a respected person by the use of a special pre-verbal modifier /ñcəəñ/ (/ɔñcəəñ/). This item occurs directly before the verb of motion; other pre-verbal modifiers precede it.

Examples:

khñom tiw.	I'm going.
look ñcəəñ tiw.	You're going.
kee móoʔ.	They're coming.
look sɛ̀y ñcəəñ móoʔ.	She's (you're) coming.
khñom thlóp tiw.	I have been there.
look thlóp ñcəəñ tiw.	You have been there.

(The pre-verbal modifier /thlóp/ means 'at least once in the past; have.... (done, been, or gone)')

Since you will find this same item /ñcəəñ/ as a main verb meaning 'invite,' with a direct object (Unit 28), it is important to distinguish its honorific use--especially so because the latter is not translatable into English (except by some device as adding 'sir' or 'ma'am' to the whole sentence). In Drill I, below, you will be asked to insert the item in appropriate sentences containing verbs of motion.

NEW VOCABULARY

1) Times of Day

thŋay	daytime
yúp	nighttime
pèk (prek)	morning
thŋay tòŋ (troŋ)	noon
asiel (róosiel)	afternoon
leŋiec	evening
atìet (aatriet)	night

2) Days of Week

(thŋay-) atit (aatit)	Sunday
(thŋay-) can	Monday
(thŋay-) ŋkia (oŋkia)	Tuesday
(thŋay-) put	Wednesday
(thŋay-) pəhóh (prohóh)	Thursday
(thŋay-) sok	Friday
(thŋay-) saw	Saturday

3) Other Calendar and Time Terms

chnam	year	mochnam	one year
khaɛ	month	mekhaɛ	one month
atit (aatit)	week	me-atit	one week
thŋay	day	methŋay, meŋay	one day

dɔɔŋ	time (occurrence)	mədɔɔŋ	once
peel	time (general)	mədɔɔŋ-pii	once or twice
ŋkaal (ɔŋkaal)	when (usually future)	pii-bɛy dɔɔŋ	two or three times
pii ŋkaal	when, since when (past)		

4) Places

kəlaɛŋ (kɔnlaɛŋ)	place	otaɛl (outaɛl, houtaɛl)	hotel
tɔ̀ŋ (trɔŋ)	spot	poh	post-office
phtéh	house (small place of business)	véŋ	palace
haaŋ	shop (larger place of business)	géa, gaa	r.r. station
salaa	hall	salaa rien	school
phtéh baay, haaŋ baay	restaurant		

5) Proper Names

róoyal	Royale (Hotel)	la-tavɛ́n	La Taverne (Restaurant)
pətii trikotɛñ	Petit Tricotin (Restaurant)	vial vúŋ	Vealvong (suburb)
ɛntɛ́nasyonal	International (Hotel)	ɔŋkóo	Angkor (Hotel) (also name of old capital)

DRILLS

Drill A. Substitution

1.	look thəə kaa ɛy?	What is your job?
2.	look thəə kaa nıw-inaa?	Where do you work?
3.	look thəə kaa nıw tɔ̀ŋ-naa?	At what place do you work?
4.	look thəə kaa cəmuoy nənaa?	Who do you work with?
5.	look thəə kaa thŋay naa-khlah?	What days do you work?
6.	look thəə kaa pəmaan khaɛ haəy?	How many months have you worked?
7.	look thəə kaa yup rıı thŋay?	Do you work nights or days?
8.	look thəə kaa sùol rıı pəbaaʔ?	Is your work easy or hard?

Drill B. Response

1.	look thəə kaa ɛy? (kùu bŋien) khñom thəə kùu bŋien.	What is your job? (teacher) I am a teacher.
2.	look thəə kaa nıw-inaa? (ambasaat ameriʔkaŋ) khñom thəə kaa nıw ambasaat ameriʔkaŋ.	Where do you work? (American Embassy) I work at the American Embassy.

3.	look thəə kaa nıw tɔŋ-naa? (cıt poh)	At what place do you work? (near the Post Office)
	khñom thəə kaa nıw cıt poh'ŋ.	I work near the Post Office.
4.	look thəə kaa cəmuoy nənaa? (pəpún look pool)	Who do you work with? (Paul's wife)
	khñom thəə kaa cəmuoy pəpún look pool.	I work with Paul's wife.
5.	look thəə kaa pəmaan khaε' əh? (pə̀am-ndɔp khaε' əh)	How many months have you been working? (15 months)
	khñom thəə kaa pə̀am-ndɔp khaε' əh.	I've been working for 15 months.
6.	look thəə kaa thŋay naa-khlah? (thŋay saw nŋ thŋay can)	Which days do you work? (Saturday and Sunday)
	khñom thəə kaa thŋay saw nŋ thŋay can.	I work Staurdays and Sundays.
7.	look thəə kaa yup rıı thŋay? (yup)	Do you work nights or days? (nights)
	khñom thəə kaa yup'm.	I work nights.
8.	look thəə kaa sùol rıı pəbaa?? (sùol tee!)	Is your work easy or hard? (easy!)
	khñom thəə kaa sùol' əh!	My work is easy!

Drill C. Negative Response

1.	look thəə kùu bŋìen' ıh? (tee, təhian)	Are you a teacher? (No, soldier)
	tee, khñom thəə təhian.	No, I am a soldier.
2.	look thəə kaa nıw ambasaat' ıh? (tee, otaεl róoyal)	Do you work at the Embassy? (No, Hotel Royale)
	tee, khñom thəə kaa nıw otaεl róoyal.	No, I work at the Hotel Royale.
3.	look thəə kaa nıw cıt véŋ' ıh? (tee, nıw cıt géa)	Do you work near the Palace? (No, near the railroad station)
	tee, khñom thəə kaa nıw cıt géa.	No, I work near the railroad station.
4.	look thəə kaa thŋay sok nŋ thŋay atıt' ıh? (tee, thŋay put nŋ saw)	Do you work Fridays and Sundays? (No, Wednesdays and Saturdays)
	tee, khñom thəə kaa thŋay put nŋ saw.	No, I work Wednesdays and Saturdays.
5.	look thəə kaa yup' ıh? (tee, thŋay)	Do you work nights? (No, days)
	tee, khñom thəə kaa thŋay.	No, I work days.

Drill D. Substitution

1.	alew look sɔmnap-asə̀ay nıw-inaa?	Where are you staying now?
2.	alew look ñam baay nıw-inaa?	Where do you eat now?
3.	alew look thəə kaa nıw-inaa?	Where do you work now?
4.	alew look tıw nıw inaa?	Where are you going to go now?
5.	alew look asə̀ay baay nıw-inaa?	Where do you take your meals now?

6.	alew look mian phtéh nɨw-inaa?	Where do you have your house now?
7.	alew look pesaa baay nɨw-inaa?	Where do you eat now?
8.	alew look rien nɨw-inaa?	Where do you study now?

Drill E. Response

1.	alew look somnaʔ-asèay nɨw-inaa? (otɛl róoyal)	Where are you staying now? (Hotel Royale)
	baat, khñom somnaʔ-asèay nɨw otɛl róoyal.	I am staying at the Hotel Royale.
2.	alew look ñam baay nɨw-inaa? (petii trikotɛñ)	Where do you eat now? (Petit Tricotin)
	baat, khñom ñam baay nɨw petii trikotɛñ.	I eat at the Petit Tricotin.
3.	alew look thee kaa nɨw-inaa? (ambasaat yuon)	Where are you working now? (the Vietnamese Embassy)
	baat, khñom thee kaa nɨw ambasaat yuon.	I am working at the Vietnamese Embassy.
4.	alew look tɨw nɨw' inaa? (otɛl ɛnténasyonal)	Where are you going to go now? (Hotel International)
	baat, khñom tɨw nɨw otɛl ɛnténasyonal.	I am going to go to the Hotel International.
5.	alew look asèay baay nɨw-inaa? (la-tavén)	Where do you take your meals now? (La Taverne)
	baat, khñom asèay baay nɨw la-tavén.	I take my meals at La Taverne.
6.	alew look mian phtéh nɨw-inaa? (vial vúŋ)	Where do you have your house now? (Véalvong)
	baat, khñom mian phtéh nɨw vial vúŋ.	I have my house at Véalvong.
7.	alew look pesaa baay nɨw-inaa? (otɛl ɑŋkoo)	Where do you eat now? (Hotel Angkor)
	baat, khñom ñam baay nɨw otɛl ɑŋkóo.	I eat at the Hotel Angkor.
8.	alew look rien nɨw-inaa? (F.S.I.)	Where are you studying now? (F.S.I.)
	baat, khñom rien nɨw F.S.I.	Yes, I'm studying at F.S.I.

Drill F. Response

1.	look mɔɔdɔl pii qɑŋkal? (cit mɔkhae' ɛh)	When did you arrive? (almost a month ago)
	khñom mɔɔdɔl cit mɔkhae' ɛh.	I arrived almost a month ago.
2.	look tɨw dɔl qɑŋkal? (khae kròoy)	When will you get there? (next month)
	khñom tɨw dɔl khae kròoy.	I'll get there next month.

3.	look móoʔ viñ ŋkaal? (atıt kòoy)	When are you coming back? (next Sunday)
	khñom móoʔ viñ atıt kòoy.	I'm coming back next Sunday.
4.	look tıw viñ ŋkaal? (thŋay saamsəp)	When are you going back? (the 30th)
	khñom tıw viñ thŋay saamsəp.	I'm going back on the 30th.
5.	look coul rien ŋkaal? (thŋay can nih)	When do you start studying? (this Monday)
	khñom coul rien thŋay can nih.	I start studying this Monday.
6.	look tıw sòk khmaɛ ŋkaal? (chnam kòoy)	When will you go to Cambodia? (next year)
	khñom tıw sòk khmaɛ chnam kòoy.	I'm going to Cambodia next year.
7.	look móoʔ leeŋ khñom ŋkaal? (khaɛ kòoy)	When are you coming to visit me? (next month)
	khñom məleeŋ look khaɛ kòoy.	I'll come to visit you next month.

Drill G. Response

1.	look nıw otaɛl cəmuoy nənaa? (look pool)	Who are you staying in the hotel with? (Paul)
	khñom nıw otaɛl cəmuoy look pool.	I'm staying in the hotel with Paul.
2.	look pə̧saa baay cəmuoy nənaa? (pəpun khñom)	Who do you eat meals with? (my wife)
	khñom ñam baay cəmuoy pəpún khñom.	I eat meals with my wife.
3.	look rien cəmuoy nənaa? (look Jones)	Who do you study with? (Mr. Jones)
	khñom rien cəmuoy look Jones.	I study with Mr. Jones.
4.	look ñcəəñ tıw salaa rien cəmuoy nənaa? (look smıth)	Who do you go to school with? (Mr. Smith)
	khñom tıw salaa rien cəmuoy look smıth.	I go to school with Mr. Smith.
5.	look pəsaa baay cəmuoy nənaa? (kañaa vansii)	Who do you eat meals with? (Miss Vansy)
	khñom ñam baay cəmuoy kañaa vansii.	I eat meals with Miss Vansy.
6.	look thəə kaa cəmuoy nənaa? (pʔoun khñom)	Who do you work with? (my younger brother)
	khñom thəə kaa cəmuoy pʔoun khñom.	I work with my younger brother.

Drill H. Substitution

1.	khñom mədɔl pii thŋay atıt mun.	I arrived last Sunday.
2.	khñom mədɔl pii thŋay can mun.	I arrived last Monday.
3.	khñom mədɔl pii thŋay ŋkia mun.	I arrived last Tuesday.
4.	khñom mədɔl pii thŋay put mun.	I arrived last Wednesday.
5.	khñom mədɔl pii thŋay pəhóh mun.	I arrived last Thursday.
6.	khñom mədɔl pii thŋay sok mun.	I arrived last Friday.
7.	khñom mədɔl pii thŋay saw mun.	I arrived last Saturday.
8.	khñom mədɔl pii thŋay atıt mun.	I arrived last Sunday.

Drill I. Transformation

MODEL: **Teacher:**	khñom móo dɔl phnum piñ cıt məkhaɛ' əh. (ñcəəñ móo)	I arrived in Phnom Penh almost a month ago. ((you) arrived)
Student:	look ñcəəñ móo dɔl phnum piñ cıt məkhaɛ' əh, mɛɛn' eh?	You arrived in Phnom Penh almost a month ago, didn't you?
1.	khñom nıw otaɛl róoyal. (sɔmnaʔ-asèay nıw)	I'm at the Hotel Royale. (staying at)
	look sɔmnaʔ-asèay nıw otaɛl róoyal, mɛɛn' eh?	You're staying at the Hotel Royale, aren't you?
2.	khñom ñam baay nıw khnoŋ otaɛl nıŋ' dɛh. (pəsaa baay)	I eat at that hotel too. ((you) eat)
	look pəsaa baay nıw khnoŋ otaɛl nıŋ daɛ, mɛɛn' eh?	You eat at that hotel too, don't you?
3.	thŋay put, khñom tıw leeŋ phtéh look smıth. (ñcəəñ tıw)	On Wednesday, I'm going to go visit Mr. Smith. ((you) go)
	thŋay put, look ñcəəñ tıw leeŋ phtéh look smıth, mɛɛn' eh?	On Wednesday, you're going to visit Mr. Smith, aren't you?
4.	khñom thlóp tıw ñam baay nıw kəlaɛŋ nuh pii-bɛy dɔɔŋ' dɛh. (ñcəəñ tıw pəsaa)	I have been to eat at that place two or three times myself. ((you) go to eat)
	look thlóp ñcəəñ tıw pəsaa baay nıw kəlaɛŋ nuh pii-bɛy dɔɔŋ daɛ, mɛɛn' eh?	You have been to eat at that place two or three times yourself, haven't you?

Drill J. Multiple Substitution

1.	khñom thlóp tiw ñam baay niw kəlaɛŋ nuh pii-bɛy dɔɔŋ' dɛh.	I have been to eat at that place two or three times myself.
2.	khñom thlóp thəə kaa niw kəlaɛŋ nuh pii-bɛy dɔɔŋ' dɛh.	I have worked at that place two or three times myself.
3.	khñom thlóp thəə kaa niw tòŋ nuh pii-bɛy dɔɔŋ' dɛh.	I have worked at that spot two or three times myself.
4.	khñom thlóp thəə kaa niw tòŋ nuh mədɔɔŋ-pii' dɛh.	I have worked at that spot once or twice myself.
5.	khñom thlóp ñam baay niw tòŋ nuh mədɔɔŋ-pii' dɛh.	I have eaten at that spot once or twice myself.
6.	khñom thlóp ñam baay niw kəlaɛŋ nuh mədɔɔŋ-pii' dɛh.	I have eaten at that place once or twice myself.
7.	khñom thlóp ñam baay niw kəlaɛŋ nuh pii-bɛy dɔɔŋ' dɛh.	I have eaten at that place two or three times myself.

UNIT 25

BASIC DIALOGUE

	A Cambodian	
1.	look hìen khmaɛ nɪw-inaa?	Where did you study Cambodian?
	An American	
2.	baat, khñom hìen khmaɛ nɪw sòk amərik'ŋ..nɪw F.S.I.	I studied Cambodian in America at F.S.I.
	Cambodian	
3.	F.S.I. cia salaa aɛkəcún, rɪɪ cia salaa saathiarənaʔ?	Is F.S.I. a private school or a public school?
	American	
4.	baat, F.S.I. cia salaa ləbɔh riecchkaa, kɔɔ pontaɛ m-mɛɛn cia salaa saathiarənaʔ' teh!	Well, F.S.I. is a government school, but it's not exactly a public school.
	Cambodian	
5.	cia salaa ləbɔh kəsuoŋ kaa-bɔɔrəteh, mɛɛn' eh?	It's a school belonging to the State Department, isn't it?
	American	
6.	baat, pəkɔt' əh.	Yes, that's right.
	Cambodian	
7.	nənaa' bŋìen khmaɛ nɪw kəlaɛŋ nuh?	Who teaches Cambodian there?
	American	
8.	baat, look sok nɪŋ look saw' cia kùu bŋìen nɪw kəlaɛŋ nuh.	Mr. Sok and Mr. Sau are the teachers there.
	Cambodian	
9.	kót khmaɛ, mɛɛn' eh?	They are Cambodians, aren't they?
	American	
10.	baat, kót khmaɛ.	Yes, they're Cambodians.
	Cambodian	
11.	nɪw F.S.I., kee bŋìen ɛy-khlah?	What all do they teach at F.S.I.?
	American	
12.	baat, F.S.I. kee caɛk cia pii phnaɛk..məkhaaŋ, khaaŋ nəyoobaay,, məkhaaŋ, khaaŋ phiasaa.	F.S.I. is divided into two sections: On the one hand, foreign affairs; on the other hand, languages.

	Cambodian	
13. kee bŋìen phiasaa ɛy-khlah' nɪw kəlaɛŋ nuh?		What languages do they teach there?
	American	
14. baat, kee bŋìen phiasaa cə̀ən' ah.. douccia pèaŋ, español, cən, yuon, siem, cia daəm.		Oh, they teach a lot of languages, such as French, Spanish, Chinese, Vietnamese, Thai, for example.
	Cambodian	
15. salaa nɪŋ' nɪw tòŋ-naa?		Where is the school located?
	American	
16. baat, nɪw khnoŋ tii-kroŋ aaliŋton.		It's in the town of Arlington.
	Cambodian	
17. khñom smaan tə nɪw khnoŋ kroŋ vaasəntaon!!		Oh, I thought it was in Washington!
	American	
18. tee, m mɛɛn' teh!		No, that's not right.
	Cambodian	
19. look niʔyiey khmaɛ lʔɔɔ' ah.		You speak Cambodian very well.
	American	
20. baat, ɔɔ kun!		Thank you!

DIALOGUE FOR COMPREHENSION

khmaɛ	ameriʔkaŋ
1. look rien khmaɛ nɪw-aɛnaa?	2. baat, khñom rien khmaɛ nɪw srok amerik.. nɪw F.S.I.
3. F.S.I. cia salaa aɛkecún, rɪɪ cia salaa saathiarənaʔ?	4. baat, F.S.I. cia salaa rəboh riecchkaa, kɔɔ pontaɛ mɪn-mɛɛn cia salaa saathiarənaʔ tee!
5. cia salaa rəboh krəsuoŋ kaabɔɔrəteh, mɛɛn tee?	6. baat, prakɔt haəy.
7. néʔ-naa boŋrien khmaɛ nɪw kɔnlaɛŋ nuh?	8. baat, look sok nɪŋ look saw cia kruu boŋrien nɪw kɔnlaɛŋ nuh.
9. kót khmaɛ, mɛɛn tee?	10. baat, kót khmaɛ.

11. nıw F.S.I., kee boŋrien ɛy-khlah?

12. baat, F.S.I. kee caɛk cia pii phnaɛk.. məkhaaŋ, khaaŋ nəyoobaay,, məkhaaŋ, khaaŋ phiasaa.

13. kee boŋrien phiasaa ɛy-khlah nıw konlaɛŋ nuh?

14. baat, kee boŋrien phiasaa craən nah.. douccia baaraŋ, español, cən, yuon, siem, cia daəm.

15. salaa nıŋ nıw troŋ-naa?

16. baat, nıw khnoŋ tii-kroŋ aaliŋton.

17. khñom smaan thaa nıw khnoŋ kroŋ vaasəntaon!!

18. tee, mın mɛɛn tee!

19. look niyiey khmaɛ lʔɔɔ nah!

20. baat, ɔɔ kun.

NOTE: Review of Intonation

The Basic Dialogue of this unit contains examples of nearly all the sentence intonation contours you have heard so far, and adds two new types. Before considering the new contours, let us first review what you should already know about the intonation system in general.

There are three basic types of sentence intonation:

1) Question intonation, written /?/, occurs on nearly all questions, whether the interrogative word is of the information variety (who-what-when-where-why-how) or of the yes-no variety (teh, rıh, rı-ɛy, etc.), or indeed whether there is any interrogative word at all.

2) Normal statement intonation, written /./, occurs on the majority of statements, and nearly always on statements containing no information regarded as startling or contradictory by the speaker.

3) Emphatic statement intonation, written /!/, occurs almost invariably on statements in which the predicate is negated (note: this does not apply to sentences which merely contain some negative form), and also occurs on statements in which the speaker thinks he is giving either startling new information, or information contrary to what the hearer expects.

All the three basic intonations very slightly in their actual contours in a way which depneds on where the last heavily stressed syllable falls. There are three basic types of sentence-stress pattern: a) loudest stress at the very end of the sentence (or intonation countour); b) loudest stress just before an enclitic (see Note, Unit 22); c) loudest stress somewhere earlier in the sentence.

The following tabulation shows how the various intonation-stress contours sound (Capital letters in parentheses refer to Drills of this unit which exemplify the intonation; numbers refer to sentences of the Basic Dialogue).

	a) End-stressed	b) With enclitic	c) Prior-stressed
1) Question	Gradual rise in pitch throughout the sentence	Gradual rise, with enclitic much higher than last preceding syllable	Rise to stressed syllable, dropping down toward lower rise at very end.
	Examples: A, 1, 11	B, 5, 9	I, 7, 13, 15

2) Normal Statement	Gradual drop in pitch, with pronounced rise on last syllable	Gradual drop, with enclitic much higher than last preceding syllable	Level or slight rise to stressed syllable, gradual drop thereafter
	Examples: E, F, 10, 16	6, 19	D, 8
3) Emphatic Statement	Slight rise or level pitch, with sharp drop on last syllable.	Slight fall or level pitch to stressed syllable, with sharp drop on enclitic.	Sharp drop on stressed syllable, low level thereafter.
	Examples: H, 20	C, 18, 4	(No examples in this unit)

The use of the symbols comma /,/ and double period /../ so far in this text has merely indicated different degrees of pause (the one designated by double period being somewhat longer). These symbols have marked the ends of non-terminal intonation contours which might be any of the types listed above. The use of commas in the second part of sentence 12 of the Basic Dialogue, however, represents a new intonation contour.

Series intonation, marked by double commas /,,/ between two parts of a sentence, sets off two constituents which are similar in meaning and in structure. It consists of two contours, similar in type, of which the first has a much higher pitch register (relative pitch) than the second:

məkhaaŋ, khaaŋ nəyoobaay,, məkhaaŋ, khaaŋ phiasaa.

'On the one hand, foreign affairs; on the other hand, languages.'

You will hear series intonation repeated many times in Drill J below.

The other new intonation occurs in sentence 17, where it is represented by double exclamation points /!!/. This contour is similar in sound to both the emphatic statement /!/ and the surprised question /!?/, in that the approach to the final stressed syllable is a gradual upward rise, but it ends on a sustained high pitch instead of dropping off like /!/ or curling down and then up like /!?/. The meaning is something like 'surprised statement' or 'exclamation.'

khñom smaan tə niw khnoŋ vaasəntaon!!

'I thought it was in Washington!'

You will hear this intonation repeated many times in Drill G below.

NEW VOCABULARY: School Terms and Place Names

hìen (rien)	to study	pèy-ŋkóo(prey-nokóo)	Saigon
salaa rien	school	baŋkɔɔʔ	Bangkok
aɛkəcún	private	parii	Paris
saathiarənaʔ	public	loŋ (loŋdrə)	London
lisee	lycée (French secondary school)	lisbɔn	lisbon
siisovat	Sisowath (name of a lycee)	niw yóok	New York
vitthyialay	other secondary school	šikagou	Chicago

mohaa-vitthyialay	university	los-ɔñyeles	Los Angeles
phnaɛk	section; department (of a school)	sɔŋ-frɔŋsiskoo	San Francisco
puoʔ	group	vaasəntaon (-ton)	Washington
		aaliŋton (-taon)	Arlington

DRILLS

Drill A. Substitution

1.	look hìen khmaɛ niw-inaa?	Where did you study Cambodian?
2.	look hìen yuon niw-inaa?	Where did you study Vietnamese?
3.	look hìen siem niw-inaa?	Where did you study Thai?
4.	look hìen liaw niw-inaa?	Where did you study Lao?
5.	look hìen cən niw-inaa?	Where did you study Chinese?
6.	look hìen pèaŋ niw-inaa?	Where did you study French?
7.	look hìen español niw-inaa?	Where did you study Spanish?
8.	look hìen cipun niw-inaa?	Where did you study Japanese?
9.	look hìen rusii niw-inaa?	Where did you study Russian?
10.	look hìen ɔŋglee niw-inaa?	Where did you study English?

Drill B. Multiple Substitution (No Model)

1.	F.S.I. cia salaa aɛkəcún' ih?	Is F.S.I. a private school?
2.	F.S.I. cia salaa ləbɔh riecchkaa' ih?	If F.S.I. a government school?
3.	lisee siisovat cia salaa ləbɔh riecchkaa' ih?	Is Lycée Sisowath a government school?
4.	salaa tŋ-ɔh niw sòk amərik cia salaa ləbɔh riecchkaa' ih?	Are all the schools in America government schools?
5.	salaa tŋ-ɔh niw sòk amərik cia salaa aɛkəcún' ih?	Are all the schools in America private schools?
6.	lisee siisowat cia salaa aɛkecún' ih?	Is Lycée Sisowaht a private school?
7.	F.S.I. cia salaa aɛkəcún' ih?	Is F.S.I. a private school?

Drill C. Negative Response

1.	F.S.I. cia salaa aɛkəcún ih?	Is F.S.I. a private school?
	tee. F.S.I. m-mɛɛn cia salaa aɛkəcún' teh!	No. F.S.I. is not a private school.
2.	lisee siisovat cia salaa ləbɔh kəsuoŋ kaa-bɔɔrəteh' ih?	Is Lycée Sisowath a school belonging to the Foreign Ministry?
	tee. lisee siisovat m-mɛɛn cia salaa ləbɔh kəsuoŋ kaa-bɔɔrəteh' teh!	No. Lycée Sisowath is not a school belonging to the Foreign Ministry.

3. lisee siisovat cia salaa aɛkecún' ıh?	Is Lycée Sisowath a private school?
tee. lisee siisovat m-mɛɛn cia salaa aɛkəcún' teh!	No. Lycée Sisowath is not a private school.
4. salaa tŋ-ɔh nıw sòk amərik cia salaa aɛkecún' ıh?	Are all the schools in America private schools?
tee. salaa tŋ-ɔh nıw sòk amərik m-mɛɛn cia salaa aɛkəcún' teh!	No. All the schools in America are not private schools.
5. salaa tŋ-ɔh nıw sòk khmaɛ cia salaa ləbɔh riecchkaa' ıh?	Are all the schools in Cambodia government schools?
tee. salaa tŋ-ɔh nıw sòk khmaɛ m-mɛɛn cia salaa ləbɔh riecchkaa' teh!	No. All the schools in Cambodia are not government schools.
6. F.S.I. cia salaa saathiarənáʔ' ıh?	Is F.S.I. a public school?
tee. F.S.I. m-mɛɛn cia salaa saathiarənáʔ' teh!	No. F.S.I. is not a public school.

Drill D. Response

MODEL: Teacher:	nənaa' bŋìen khmaɛ nıw kəlaɛŋ nuh? (look saw)	Who teachers Cambodian there? (Mr. Sau)
Student:	baat, look saw' bŋìen khmaɛ nıw kəlaɛŋ nuh.	Mr. Sau teaches Cambodian there.

1. nənaa' hìen khmaɛ nıw kəlaɛŋ nuh? (look Jones)	Who teaches Cambodian there? (Mr. Jones)
baat, look Jones' hìen khmaɛ nıw kəlaɛŋ nuh.	Mr. Jones teaches Cambodian there.
2. nənaa' thəə kaa nıw kəlaɛŋ nuh? (look sok)	Who works there? (Mr. Sok)
baat, look sok' thəə kaa nıw kəlaɛŋ nuh.	Mr. Sok works there.
3. nənaa' tıw nıw kəlaɛŋ nuh? (look James)	Who is going to go there? (James)
baat, look James tıw nıw kəlaɛŋ nuh.	James is going to go there.
4. nənaa' kıt tıw nıw kəlaɛŋ nuh? (kañaa vansii)	Who is thinking of going there? (Miss Vansy)
baat, kañaa vansii' kıt tıw nıw kəlaɛŋ nuh.	Miss Vansy is thinking of going there.

5. nənaa' coŋ mənɪw kəlaɛŋ nuh? (khñom) baat, khñom coŋ mənɪw kəlaɛŋ nuh.	Who wants to come stay here? (me) I want to come stay here.

Drill E. Positive Response (No Model)

1. kót khmaɛ, mɛɛn' eh? baat, kót khmaɛ.	He's Cambodian, isn't he? Yes, he's Cambodian.
2. kót ɔŋglee, mɛɛn' eh? baat, kót ɔŋglee.	He's English, isn't he? Yes, he's English.
3. kót cən, mɛɛn' eh? baat, kót cən.	He's Chinese, isn't he. Yes, he's Chinese.
4. kót yuon, mɛɛn' eh? baat, kót yuon.	He's Vietnamese, isn't he? Yes, he's Vietnamese.
5. kót siem, mɛɛn' eh? baat, kót siem.	He's Thai, isn't he? Yes, he's Thai.
6. kót liaw, mɛɛn' eh? baat, kót liaw.	He's Lao, isn't he? Yes, he's Lao.
7. kót pèaŋ, mɛɛn' eh? baat, kót pèaŋ.	He's French, isn't he? Yes, he's French.
8. kót aməriʔkaŋ, mɛɛn' eh? baat, kót aməriʔkaŋ.	He's American, isn't he? Yes, he's American.

Drill F. Negative Response

MODEL: Teacher: kót khmaɛ, mɛɛn' eh? (tee, yuon)	He's Cambodian, isn't he? (No, Vietnamese)
Student: tee, kót yuon.	No, he's Vietnamese.
1. kót ɔŋglee, mɛɛn' eh? (tee, aməriʔkaŋ) tee, kót aməriʔkaŋ.	He's English, isn't he? (No, American) No, he's American.
2. kót siem, mɛɛn' eh? (tee, liaw) tee, kót liaw.	He's Thai isn't he? (No, Lao) No, he's Lao.
3. kót aməriʔkaŋ, mɛɛn' eh? (tee, ɔŋglee) tee, kót ɔŋglee.	He's American isn't he? (No, English) No, he's English.

4.	kót yuon, mɛɛn' eh?	He's Vıetnamese, ısn't he?
	(tee, khmaɛ)	(No, Cambodıan)
	tee, kót khmaɛ.	No, he's Cambodıan.
5.	kót pèaŋ, mɛɛn' eh?	He's French, ısn't he?
	(tee, aməriˀkaŋ)	(No, Amerıcan)
	tee, kót aməriˀkaŋ.	No, he's Amerıcan.
6.	kót liaw, mɛɛn' eh?	He's Lao, ısn't he?
	(tee, siem)	(No, Thaı)
	tee, kót siem.	No, he's Thaı.

Drıll G. Transformatıon wıth Substıtutıon

MODEL. Teacher:	nıw khnoŋ tii-kroŋ aaliŋton' ıh? (vaasəntaon)	In the town of Arlıngton? (Washıngton)
Student:	khñom smaan tə nıw khnoŋ kroŋ vaasəntaon!!	I thought ıt was ın Washıngton!
1.	nıw khnoŋ tii-kroŋ loŋ' ıh? (parii)	In the cıty of London? (Parıs)
	khñom smaan tə nıw khnoŋ kroŋ parii!!	I thought ıt was ın Parıs!
2.	nıw khnoŋ tii-kroŋ phnum piñ' ıh? (prey-nəkóo)	In the cıty of Phnom Penh? (Saıgon)
	khñom smaan tə nıw khnoŋ kroŋ prey-nəkóo!!	I thought ıt was ın Saıgon!
3.	nıw khnoŋ tii-kroŋ sɔŋ-frɔŋsiskoo' ıh? (los ɔñyeles)	In the cıty of San Francısco? (Los Angeles)
	khñom smaan tə nıw khnoŋ kron los-ɔñyeles!!	I thought ıt was ın Los Angeles!
4.	nıw khnoŋ tii-kroŋ roum' ıh? (lisbɔn)	In the cıty of Rome? (Lısbon)
	khñom smaan tə nıw khnoŋ kroŋ lisbɔn!!	I thought ıt was ın Lısbon!
5.	nıw khnoŋ tii-kroŋ nıw-yóok' ıh? (šikagou)	In the cıty of New York? (Chıcago)
	khñom smaan tə nıw khnoŋ kroŋ šikagou!!	I thought ıt was ın Chıcago!

Drill H. Multiple Substitution

1.	khñom thəə kaa nɪw kəsuoŋ khoosənaakaa ameriʔkaŋ!	I work in the U.S. Information Service.
2.	khñom thəə kaa nɪw ambasaat ameriʔkaŋ!	I work in the American Embassy.
3.	khñom cia anuʔpún nɪw ambasaat ameriʔkaŋ!	I am an attaché in the American Embassy.
4.	khñom cia kruu bɔŋrien nɪw ambasaat ameriʔkaŋ!	I am a teacher in the American Embassy.
5.	khñom cia kruu bɔŋrien nɪw salaa saathiarənaʔ muoy!	I am a teacher in a private school.
6.	khñom cia kruu bɔŋrien nɪw salaa aɛkəcún muoy!	I am a teacher in a public school.
7.	khñom thəə kaa nɪw salaa saathiarənaʔ muoy!	I work in a public school.
8.	khñom thəə kaa nɪw kəsuoŋ kaa-bɔɔrəteh!	I work in the State Department.
9.	khñom thəə kaa nɪw kəsuoŋ khoosənaakaa ameriʔkaŋ!	I work in the U. S. Information Service.

Drill I. Substitution

1.	kee bŋìen ɛy-khlah' nɪw kəlaɛŋ nuh?	What all do they teach there?
2.	kee bŋìen phiasaa ɛy-khlah' nɪw kəlaɛŋ nuh?	What languages do they teach there?
3.	kee bŋìen phiasaa khmaɛ' nɪw kəlaɛŋ nuh?	Do they teach Cambodian there?
4.	kee bŋìen phiasaa ɔŋglee' nɪw kəlaɛŋ nuh?	Do they teach English there?
5.	kee bŋìen ɛy-khlah' nɪw kəlaɛŋ nuh?	What all do they teach there?
6.	kee bŋìen ɛy-khlah khaaŋ nəyoobaay nɪw kəlaɛŋ nuh?	What in the way of foreign affairs do they teach there?
7.	kee bŋìen ɛy-khlah khaaŋ vóppəthóa nɪw kəlaɛŋ nuh?	What in the way of cultural affairs do they teach there?

Drill J. Transformation

MODEL: Teacher: kee caɛk cia pii phnaɛk. (nəyoobaay, phiasaa)	They divide it into two sections. (diplomacy, languages)
Student: məkhaaŋ, khaaŋ nəyoobaay,, məkhaaŋ, khaaŋ phiasaa.	One side is diplomacy; the other side is languages.
1. kee caɛk cia pii puoʔ (nəyoobaay, phiasaa) məpuoʔ, khaaŋ nəyoobaay,, məpuoʔ, khaaŋ phiasaa.	The divide it into two groups. (diplomacy, languages) One group is diplomacy; the other group is languages.
2. kee caɛk cia pii phnaɛk. (nəyoobaay, vóppəthóa) məkhaaŋ, khaaŋ nəyoobaay,, məkhaaŋ, khaaŋ vóppəthóa.	They divide it into two sections. (diplomacy, cultural affairs) One side is diplomacy; the other side is cultural affairs.
3. kee caɛk cia pii puoʔ. (kaa-bɔɔrəteh, khoosənaakaa) məkhaaŋ, khaaŋ kaa-bɔɔrəteh,, məkhaaŋ, khaaŋ khoosənaakaa.	They divide it into two groups. (foreign affairs, information) One side is foreign affairs; the other side is information.
4. kee caɛk cia pii phnaɛk. (phiasaa, vóppəthóa) məkhaaŋ, khaaŋ phiasaa,, məkhaaŋ, khaaŋ vóppəthóa.	They divide it into two sections. (languages, cultural affairs) One side is languages; the other side is cultural affairs.

UNIT 26

BASIC DIALOGUE

	Mr. Smith	
1.	cmìep suo, look sɛ̀y.	Hello, madame.
	Mrs. Saat	
2.	caah, cmìep suo!	Hello.
	Mr. Smith	
3.	pdɛy look sɛ̀y nıw phtéh' teh?	Is your husband at home?
	Mrs. Saat	
4.	caah, kót nıw phtéh' teh! ñcəəñ coul móo, look.	Yes, he's at home. Please come in, sir.
	Mr. Smith	
5.	baat, ɔɔ kun!	Thank you.
6.	look sɛ̀y, koun-caw' ɛy, sok səbaay' cia teh?	Are your children well, madame?
	Mrs. Saat	
7.	caah, sok səbaay' cia teh!	Yes, they are well.
8.	look sɛ̀y mian kaa ɛy' ıh, baan-cia m baan móo leeŋ?	Is your wife so busy that she couldn't come to see us?
	Mr. Smith	
9.	baat, khmian ləvúl thəə ɛy' teh!	No, she is not busy.
10.	taɛ məsəl mɛñ pèap khñom thaa m-səw sùol khluon!	But yesterday, she told me that she wasn't feeling very well.
	Mrs. Saat	
11.	look mian kaa ɛy pəñap' teh? pdɛy khñom kəpúŋ slie? pé?.	Do you have any urgent business? My husband is getting dressed.
	Mr. Smith	
12.	tee, khñom khmian kaa ɛy' teh!	No, I don't have any business.
13.	cɛñ pii thəə kaa, coul moo leeŋ tə mədɔɔŋ' tıh.	When I left work I dropped in to see you, that's all.
14.	khaan cuop khnia yuu' əh.	We haven't seen each other for a long time.

	Mrs. Saat	
15.	look ñcəəñ pəsaa sʔɛy ntɛc' tɨw ɨh?	Will you have something to drink?
16.	khñom mian kafɛe.. taɛ.. viskii..	I have coffee, tea, whiskey...
	Mr. Smith	
17.	baat, ñcəŋ soum kafɛə məpɛɛŋ' moh.	Well, in that case, let me have a cup of coffee, will you?
	Mrs. Saat	
18.	look coul-cət kafɛe khmaw, rɨɨ kafɛe tɨk-doh-koo?	Do you like black coffee, or coffee with cream?
	Mr. Smith	
19.	baat, som daʔ tɨk-doh-koo' ntɛc, haəy-nŋ skɔɔ' ntɛc.	Please put a little cream in and a little sugar.
	Mrs. Saat	
20.	caah, ñcəəñ ŋkuy leeŋ ntɛc' tɨh. khñom tɨw yóo məcuun!	Please have a seat. I'll go get it for you.
	Mr. Smith (to Mr. Saat)	
21.	mɛc, saat.. cmìep suo! sok səbaay?	Well, Saat, hello! Are you well?
	Mr. Saat	
22.	baat, sok səbaay' teh!	Yes, I'm fine.
23.	mɛc kɔɔ m nóm pəpún məleeŋ phɔɔŋ?	Why didn't you bring your wife along too?
	Mr. Smith	
24.	kee thaa m-səw sùol khluon!	She says she isn't very well.
	Mr. Saat	
25.	mɛc, chɨɨ ɛy?	How's that, what's wrong with her?
	Mr. Smith	
26.	ɔɔ, khmian chɨɨ ɛy thŋún' teh! kòan-tə pdah-saay ntɛc-ntuoc'ñ.	Oh, she doesn't have anything serious. She just has a little cold.

DIALOGUE FOR COMPREHENSION

look smıth	look srɛy saat
1. cumriep suo, look srɛy.	2. caah, cumriep suo!
3. pdɛy look srɛy nıw phtéh tee?	4. caah, kót nıw phtéh tee. əñcəəñ coul móoʔ, look.
5. baat, ɔɔ kun!	
6. look srɛy, koun caw.. sok səbaay cia tee?	7. caah, sok səbaay cia tee.
	8. look srɛy mian kaa ɛy rıh, baan-cia mın baan móoʔ leeŋ?
9. baat, khmian rəvúl thvəə ɛy tee.	
10. taɛ məsəl mɛñ, prap khñom thaa mın-səw sruol khluon.	11. look mian kaa ɛy proñap tee? pdɛy khñom kompúŋ slieʔ péʔ.
12. tee, khñom khmian kaa ɛy tee.	
13. cɛñ pii thvəə kaa, coul mooʔ leeŋ taɛ mədɔɔŋ tıw..	
14. khaan cuop khnia yuu haəy.	15. look əñcəəñ pisaa sʔɛy ntɛc tıw rıh?
	16. khñom mian kafɛe.. taɛ.. viskii..
17. baat, əñcəŋ soum kafɛe məpɛɛŋ móoʔ.	18. look coul-cət kafɛe khmaw, rıı kafɛe tık-doh-koo?
19. baat, soum daʔ tık-doh-koo ntɛc, haəy nıŋ skɔɔ ntɛc.	20. caah, əñcəəñ ɔŋkuy leeŋ ntɛc tıw. khñom tıw yóoʔ móoʔ cuun.

look smıth	look saat
21. mɛc, saat! cumriep suo! sok səbaay?	22. baat, sok səbaay tee.
	23. mɛc kɔɔ mın nóm propún móoʔ leeŋ phɔɔŋ?
24. kee thaa mın-səw sruol khluon.	25. mɛc, chıı ɛy?
26. ɔɔ, khmian chıı ɛy thŋún tee. krón-taɛ pdah-saay bɔntɛc-bɔntuoc.	

NOTES: Some More Verbal Modifiers

1. /baan/, /baan-cia/, and /aoy-baan/

You have already seen and heard the item /baan/ as a post-verbal modifier meaning 'to be able to.' Three modifiers related to it occur also in the *pre-verbal* position.

/baan/, between subject and verb, means 'to get a chance to, to have been able to, will be able to.' It contrasts with the post-verbal /baan/ in that it always refers to a specific (rather than a general) opportunity or possibility.

Examples: khñom móo m *baan*' teh! 'I can't come. (ever)'

khñom m *baan* móo' təh! 'I wasn't (won't be) able to come at that time.'

/baan-cia/ and /oy-baan/ (/aoy-baan/), which both occur *before* the subject, mean 'so that, with the result that.' The first form is used in talking about the past, the second in talking about the future.

Examples: look mian kaa ɛy, baan-cia m baan móo leeŋ?

'What business *did* you have *that* you couldn't come visit?

look mian kaa ɛy, *oy-baan* coul móo m baan?

'What business *do* you have *that* you can't come in?'

These /baan/ patterns are repeated many times in Drills D and E, below.

2. /tih/ (/tiw/) and /moh/ (/móoʔ/)

These two post-verbal modifiers are obviously related to the common verbs for 'go' and 'come' respectively. They occur at the very ends of clauses, usually as enclitics. Although their most common use is in commands and exhortations, they are also occasionally found in statements and questions as well, with a meaning something like 'I belittle the significance of this action.' Quite often, the English word 'just' will fit the translation. The difference in meaning between the two items is that /tih/, like the verb /tiw/, refers to actions away from or far from the speaker, while /moh/, like the verb /móoʔ/, refers to actions toward or near the speaker.

Examples: ñceəñ ŋkuy leeŋ ntɛc' *tih*. 'Please (*just*) have a seat.'

cɛñ pii theə kaa, khñom coul móo leeŋ tə mədɔ́ɔŋ' *tih*.

'When I left work, I *just* dropped in for a visit.'

look ñceəñ pəsaa sʔɛy ntɛc' *tiw* ih?

'Won't you *just* have a little something to drink?'

ñceəŋ soum kafɛe məpɛɛŋ' *moh*.

'In that case, *just* let me have a cup of coffee.'

More examples occur in Drills I and K.

3. /kəpúŋ/ and kəpúŋ- tə/ (/kɔmpúŋ-taɛ/)

These two pre-verbal modifiers, almost identical in meaning, are used before many different action-verbs. They indicate that the action is already in progress, or is about to start. Some speakers make a distinction, using the form without /-tə/ for action already in progress, and the form with /-tə/ for action about to start.

Examples: pdɛy khñom kəpúŋ slieʔ péʔ. 'My husband is getting dressed.'

pdɛy khñom kəpúŋ-tə slieʔ péʔ. 'My husband is about to get dressed.'

In this unit, however, you will hear both forms used interchangeably (e.g. Basic Dialogue sentence 11, and Drill H).

4. /daɛ/ or /dɛh/ and /phɔɔŋ/

These two post-verbal modifiers are often condused by students for the simple reason that they are both often translatable by English 'too' or 'also.' Each of these items excludes all negative particles occurring in the same position-- i.e. /teh/, /tee/, and /sɔh/. Actually, their meanings are quite different. /daɛ/ (which has an enclitic form /dɛh/) means 'too' in the sense of 'likewise, in similar fashion,' while /phɔɔŋ/ always means 'in addition, as well.' (Note that after prior negatives, /daɛ/ often translates as 'either,' but /phɔɔŋ/ usually remains 'too' in English.)

Examples: kót nóm pəpún kót tiw leeŋ phɔɔŋ.
'He took his wife along to visit them too (as an additional person).'
kót nóm pəpún kót tiw leeŋ daɛ.
'He took his wife along to visit them, too (like someone else).'

mɛc kɔɔ m nóm pəpún məleeŋ phɔɔŋ?
'Why didn't you bring your wife along too?'

look m nóm pəpún məleeŋ daɛ!?
'Didn't you bring your wife along either?'

You have already heard many examples of /daɛ/, which has still other meanings ('anyway', 'enough', etc.). There are additional examples of /phɔɔŋ/ in Drill F. below. Both items occur in parallel constructions: /...daɛ,,...daɛ/ and /...phɔɔŋ,,...phɔɔŋ/; this use will be discussed in units soon to come.

NEW VOCABULARY: Kinship Terms

Kinship terminology in Cambodian, as in many other languages of Southeast Asia, is extremely complex. What is presented below is merely the bare bones of the system.

In general, relatives of the generations above oneself are designated by terms which already specify sex, while terms for relatives of ones own and lower generations do not specify sex, but can be extended by /poh/ (/proh/) and /sɛ̀y/ (/srɛy/) to indicate male and female respectively. In addition, the terms for the older generations normally occur in pairs, one member of a given pair being more formal than the other. When such terms are used in direct address (replacing a pronoun or title), the informal member is the one usually selected. Except in the case of the 'father' and 'mother' words, these informal terms can be prefixed by /look/ in direct address: /look taa/ 'Grandpa', /look miiŋ/ 'Aunt.' The kinship terms for the older generations are also used to address unrelated people of appropriate age: /yiey/ 'old lady', /puu/ 'fellow.'

In direct address to people of the same generation, only /bɔɔŋ/ and /oun/ (for /pʔoun/) are common; husbands and wives often use these terms to address each other, the husband always being /bɔɔŋ/ and the wife /oun/, regardless of their respective ages. These two terms are used by brothers and sisters either with or without a name following. With people of younger generations, the name alone is used in direct address; if the name is not known, an appropriate pronoun is selected: e.g. /niaŋ/, /kañaa/.

You will need to know some of the kinship terms listed below in order to perform Drills A through D, which follow right after.

1. Relatives of Higher Generations

More Formal Term	English	Less Formal Terms
ɔpuk (əwpuk)	father	paa, əw (rural)
mədaay	mother	maaʔ, maɛ (rural)
ɔpuk khmɛek	father-in-law	paa khmɛek
mədaay khmɛek	mother-in-law	maaʔ khmɛek
mia	younger uncle	puu
mədaay miiŋ	younger aunt	miiŋ
ɔpuk thom	elder uncle	om, om pòh
mədaay thom	elder aunt	om, om sɛ̀y
ciitaa	grandfather	taa
ciidoun	grandmother	doun, yiey

2. Relatives of Same Generation

bɔɔŋ-pʔouǹ	siblings (may also include cousins)
bɔɔŋ	older sibling
bɔɔŋ kee bŋ-ɔh	oldest sibling
pʔoun	younger sibling
pʔoun piw	youngest sibling
bɔɔŋ thlay	older sibling-in-law
pʔoun thlay	younger sibling-in-law
bɔɔŋ-pʔoun ciidoun muoy	first cousins
pdɛy	husband
pəpún (prɔpún)	wife

3. Relatives of Younger Generations

koun-caw	children and grandchildren (may also include nieces and nephews)
koun chbɔɔŋ	oldest child
koun	child
koun piw	youngest child
koun pəsaa	son - or daughter-in-law

khmuoy	nephew or niece
caw	grandchild
caw tuot	great-grandchild
caw luot	great-great-grandchild
caw lia	great-great-great-grandchild

DRILLS

Drill A. Substitution

1.	pəpún look nıw phtéh teh?	Is your wife at home, sir?
2.	pdɛy look sɛ̀y nıw phtéh' teh?	Is your husband at home, madame?
3.	pʔoun look nıw phtéh' teh?	Is your younger brother at home, sir?
4.	koun look sɛ̀y nıw phtéh' teh?	Is your child at home, madame?
5.	mədaay kañaa nıw phtéh' teh?	Is your mother at home, miss?
6.	ɔpuk khmɛɛk look nıw phtéh' teh?	Is your father-in-law at home, sir?
7.	mədaay khmɛɛk niaŋ nıw phtéh' teh?	Is your mother-in-law at home, young lady?
8.	bɔɔŋ thlay look sɛ̀y nıw phtéh' teh?	Is your older brother-in-law at home, madame?
9.	pʔoun thlay kañaa nıw phtéh' teh?	Is your younger sister-in-law at home, miss?
10.	khmuoy look nıw phtéh' teh?	Is your nephew at home, sir?
11.	mia niaŋ nıw phtéh' teh?	Is your uncle at home, miss?
12.	mədaay miiŋ look nıw phtéh' teh?	Is your aunt at home, sir?
13.	ɔpuk thom look sɛ̀y nıw phtéh' teh?	Is your elder uncle at home, madame?
14.	mədaay thom look nıw phtéh' teh?	Is your elder aunt at home, sir?

Drill B. Response

MODEL: Teacher:	pəpún look nıw phtéh' teh?	Is your wife at home, sir?
Student:	baat, pəpún khñom nıw-inıŋ.	Yes, my wife is here.

1.	pʔoun look nıw phtéh' teh? baat, pʔoun khñom nıw-inıŋ.	Is your younger brother at home? Yes, my younger brother is here.
2.	koun look nıw phtéh' teh? baat, koun khñom nıw-inıŋ.	Is your son at home? Yes, my son is here.

3.	mədaay look nɪw phtéh' teh?	Is your mother at home?
	baat, mədaay khñom nɪw-inɪŋ.	Yes, my mother is here.
4.	ɔpuk khmɛek look nɪw phtéh' teh?	Is your father-in-law at home?
	baat, ɔpuk khmɛek khñom nɪw-inɪŋ.	Yes, my father-in-law is here.
5.	mədaay khmɛek look nɪw phtéh' teh?	Is your mother-in-law at home?
	baat, mədaay khmɛek khñom nɪw-inɪŋ.	Yes, my mother-in-law is here.
6.	bɔɔŋ thlay look nɪw phtéh' teh?	Is your older brother-in-law at home?
	baat, bɔɔŋ thlay khñom nɪw-inɪŋ.	Yes, my older brother-in-law is here.
7.	pʔoun thlay look nɪw phtéh' teh?	Is your younger sister-in-law at home?
	baat, pʔoun thlay khñom nɪw-inɪŋ.	Yes, my younger sister-in-law is here.
8.	khmuoy look nɪw phtéh'teh?	Is your niece at home?
	baat, khmuoy khñom nɪw-inɪŋ.	Yes, my niece is here.
9.	mia look nɪw phtéh' teh?	Is your uncle at home?
	baat, mia khñom nɪw-inɪŋ.	Yes, my uncle is here.
10.	mədaay miiŋ look nɪw phtéh' teh?	Is your aunt at home?
	baat, mədaay miiŋ khñom nɪw-inɪŋ.	Yes, my aunt is here.
11.	ɔpuk thom look nɪw phtéh' teh?	Is your elder uncle at home?
	baat, ɔpuk thom khñom nɪw-inɪŋ.	Yes, my elder uncle is here.
12.	mədaay thom look nɪw phtéh' teh?	Is your elder aunt at home?
	baat, mədaay thom khñom nɪw-inɪŋ.	Yes, my elder aunt is here.

Drill C. Response

MODEL: Teacher:	pdɛy look sɛ́y, kót sok səbaay' cia teh?	Your husband, how is he?
Student:	caah, pdɛy khñom, kót sok səbaay' cia teh!	My husband is fine.

1.	mədaay look, kót sok səbaay' cia teh?	Your mother, how is she?
	baat, mədaay khñom, kót sok səbaay' cia teh!	My mother is fine.
2.	ɔpuk khmɛek niaŋ, kót sok səbaay' cia teh?	Your father-in-law, how is he?
	caah, ɔpuk khmɛek khñom, kót sok səbaay' cia teh!	My father-in-law is fine.
3.	mədaay kañaa, kót sok səbaay' cia teh?	Your mother, how is she?
	caah, mədaay khñom, kót sok səbaay' cia teh!	My mother is fine.
4.	bɔɔŋ thlay look sɛ́y, kót sok səbaay' cia teh?	Your brother-in-law, how is he?
	caah, bɔɔŋ thlay khñom, kót sok səbaay' cia teh!	My brother-in-law is fine.
5.	mia look, kót sok səbaay' cia teh?	Your uncle, how is he?
	baat, mia khñom, kót sok səbaay' cia teh!	My uncle is fine.

6. mədaay miiŋ kañaa, kót sok səbaay' cia teh?	Your aunt, how is she?
caah, mədaay miiŋ khñom, kót sok səbaay' cia teh!	My aunt is fine.
7. ɔpuk thom niaŋ, kót sok səbaay' cia teh?	Your elder uncle, how is he?
caah, ɔpuk thom khñom, kót sok səbaay' cia teh!	My elder uncle is fine.
8. mədaay thom look, kót sok səbaay' cia teh?	Your elder aunt, how is she?
baat, mədaay thom khñom, kót sok səbaay' cia teh!	My elder aunt is fine.

Drill D. Substitution

1. look sɛ̀y mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your wife so busy that she couldn't come to see us?
2. pʔoun look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your younger brother so busy that he couldn't come to see us?
3. koun look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your child so busy that he couldn't come to see us?
4. mədaay look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your mother so busy that she couldn't come to see us?
5. ɔpuk khmɛek look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your father-in-law so busy that he couldn't come to see us?
6. mədaay khmɛek look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your mother-in-law so busy that she couldn't come to see us?
7. bɔɔŋ thlay look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your brother-in-law so busy that he couldn't come to see us?
8. pʔoun thlay look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your sister-in-law so busy that she couldn't come to see us?
9. khmuoy look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your niece so busy that she couldn't come to see us?
10. mia look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your uncle so busy that he couldn't come to see us?
11. mədaay miiŋ look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your aunt so busy that she couldn't come to see us?
12. ɔpuk thom look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your elder uncle so busy that he couldn't come to see us?
13. mədaay thom look mian kaa ɛy, baan-cia m baan móo leeŋ?	Is your elder aunt so busy that she couldn't come to see us?

Drill E. Response

MODEL. Teacher:	look sɛ̀y mian kaa ɛy, baan-cia m baan móo leeŋ? (khmian levúl thəə ɛy)	Is your wife so busy that she can't come to see us? (not busy doing anything)
Student:	baat, khmian ləvúl thəə ɛy' teh!	No, she's not very busy.

1. look sɛ̀y m-səw sùol khluon' teh, baan-cia m baan móo leeŋ? (khmian chii ɛy thŋún)	Isn't your wife very well that she can't come to see us? (Not seriously ill)
baat, khmian chii ɛy thŋún' teh!	No, she's not seriously ill.
2. look mian kaa ɛy pəñap, oy-baan coul móo m baan? (khmian kaa ɛy pəñap)	Are you in such a hurry that you can't come in the house? (Not in such a hurry)
baat, khmian kaa ɛy pəñap' teh!	No, I'm not in such a big hurry.
3. look sɛy chii!? baan-cia m baan móo leeŋ? (khmian chii ɛy soh)	Is your wife sick that she couldn't come to see us? (Not sick at all)
baat, khmian chii ɛy soh!	No, she isn't sick at all.
4. look sɛ̀y ləvúl, baan-cia m baan móo leeŋ? (khmian ləvúl)	Is your wife so busy that she couldn't come to see us? (Not busy)
baat, khmian ləvúl ɛy' teh!	No, she's not busy.

Drill F. Substitution

1. mɛc kɔɔ m nóm look sɛ̀y móo phɔɔŋ?	Why didn't you bring your wife along too?
2. mɛc kɔɔ m nóm koun móo phɔɔŋ?	Why didn't you bring your children along too?
3. mɛc kɔɔ m nóm pʔoun móo phɔɔŋ?	Why didn't you bring your younger brother along too?
4. mɛc kɔɔ m pèap khñom phɔɔŋ?	Why didn't you tell me too?
5. mɛc kɔɔ m pèap look sɛ̀y phɔɔŋ?	Why didn't you tell madame too?
6. mɛc kɔɔ m ñcəəñ look sɛ̀y móo phɔɔŋ?	Why didn't you invite madame to come too?
7. mɛc kɔɔ m nóm look sɛ̀y móo phɔɔŋ?	Why didn't you bring your wife along too?

Drill G. Substitution

1. khñom khmian kaa εy pəñap' teh!	I don't have any urgent business.
2. khñom khmian kaa εy sɔmkhan' teh!	I don't have any important business.
3. khñom khmian chıı εy thŋún' teh!	I don't have any serious illness.
4. khñom khmian ləvúl thəə εy' teh!	I don't have anything to do.
5. khñom khmian kaa εy thəə' teh!	I don't have any work to do.
6. khñom khmian kaa εy pəñap' teh!	I don't have any urgent business.

Drill H. Multiple Substitution

1. pdεy khñom kəpúŋ-tə slieʔ péʔ.	My husband is getting dressed.
2. pdεy khñom kəpúŋ-tə məəl kasaεt.	My husband is reading a magazine.
3. pəpún khñom kəpúŋ-tə məəl kasaεt.	My wife is reading a magazine.
4. pəpún khñom kəpúŋ-tə ñam baay.	My wife is eating.
5. pdεy khñom kəpúŋ-tə ñam baay.	My husband is eating.
6. pdεy khñom kəpúŋ-tə rien ɔŋglee.	My husband is studying English.
7. pdεy khñom kəpúŋ-tə slieʔ péʔ.	My husband is getting dressed.

Drill I. Substitution-Expansion

1. soum kafεe məpεεŋ' moh.	Please give me a cup of coffee.
2. soum taε məpεεŋ' moh.	Please give me a cup of tea.
3. soum kafεe daʔ skɔɔ məpεεŋ' moh.	Please give me a cup of coffee with sugar.
4. soum taε daʔ skɔɔ məpεεŋ' moh.	Please give me a cup of tea with sugar.
5. soum kafεe tık-doh-koo məpεεŋ' moh.	Please give me a cup of coffee with cream.
6. soum taε tık-doh-koo məpεεŋ' moh.	Please give me a cup of tea with cream.
7. soum kafεe daʔ tık-doh-koo haəy-nŋ skɔɔ məpεεŋ' moh.	Please give me a cup of coffee with cream and sugar.

Drill J. Transformation. Inserting Objects

MODEL: Teacher: khñom tiw yóo məcuun! (kafɛe) I'll go get it for you. (coffee)
Student: khñom tiw yóo kafɛe məcuun! I'll go get the coffee for you.

1.	khñom tiw yóo məcuun! (taɛ) khñom tiw yóo taɛ məcuun!	I'll go get it for you. (tea) I'll go get the tea for you.
2.	koun khñom tiw yóo məcuun! (kafɛe) koun khñom tiw yóo kafɛe məcuun!	My daughter will go get it for you. (coffee) My daughter will go get the coffee for you.
3.	pəpún khñom tiw yóo məcuun! (sʔɛy ntɛc) pəpún khñom tiw yóo sʔɛy ntɛc məcuun!	My wife will go get it for you. (a little something) My wife will go get a little something for you.
4.	khñom tiw yóo məcuun! (kafɛe khmaw) khñom tiw yóo kafɛe khmaw məcuun!	I'll go get it for you. (black coffee) I'll go get the black coffee for you.
5.	khñom tiw yóo məcuun! (kafɛe tik-doh-koo) khñom tiw yóo kafɛe tik-doh-koo məcuun!	I'll go get it for you. (coffee with cream) I'll go get the coffee with cream for you.
6.	pəpún khñom tiw yóo məcuun! (kafɛe) pəpún khñom tiw yóo kafɛe məcuun!	My wife will go get it for you. (coffee) My wife will go get the coffee for you.

Drill K. Substitution.

1.	ñceəñ coul móo məphlɛɛt' tih, look.	Please come in for a minute, Sir.
2.	ñceəñ pəsaa sʔɛy ntɛc' tih, look.	Please have a little something to drink, Sir.
3.	ñceəñ pəsaa kafɛe ntɛc' tih, look.	Please have a little coffee to drink, Sir.
4.	ñceəñ pəsaa taɛ ntɛc' tih, look.	Please have a little tea to drink, Sir.
5.	ñceəñ pəsaa viskii ntɛc' tih, look.	Please have a little whiskey to drink, Sir.
6.	ñceəñ ŋkuy leeŋ ntɛc' tih, look.	Please have a seat for a moment, Sir.
7.	ñceəñ coul móo məphlɛɛt' tih, look.	Please come in for a moment, Sir.

Drill L. Transformation

MODEL: Teacher:	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (salaa rien, ñam kafɛɛ)	When I left work, I just dropped in for a visit. (school, drink coffee)
Student:	cɛñ pii salaa rien, coul móo ñam kafɛɛ tə mədɔɔŋ' tıw!	When I left school, I just dropped in to drink some coffee.
1.	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (phtéh baay, məəl kasaɛt)	After I left work, I just dropped in for a visit. (restaurant, read a magazine)
	cɛñ pii phtéh baay, coul móo məəl kasaɛt tə mədɔɔŋ' tıw!	After I left the restaurant, I just dropped in to read a magazine.
2.	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (ambasaat, leeŋ puoʔ-maaʔ)	After I left work, I just dropped in for a visit. (Embassy, visit friends)
	cɛñ pii ambasaat, coul móo leeŋ puoʔ-maaʔ tə mədɔɔŋ' tıw!	After I left the Embassy I just dropped in to visit some friends.
3.	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (kəsuoŋ kaa-bɔɔrəteh, tıw məəl kon)	After work, I just dropped in for a visit. (Ministry of Foreign Affairs, go see a movie)
	cɛñ pii kəsuoŋ kaa-bɔɔrəteh, tıw məəl kon tə mədɔɔŋ' tıw!	After I left the Ministry of Foreign Affairs, I just dropped in to see a movie.
4.	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (bərou, tıw məəl)	After I left work, I just dropped in for a visit. (office, go and see)
	cɛñ pii bərou, tıw məəl tə mədɔɔŋ' tıw!	After I left the office, I just dropped in to see.
5.	cɛñ pii thəə kaa, coul móo leeŋ tə mədɔɔŋ' tıw! (məəl kon, tıw ñam baay)	After I left work, I just dropped in for a visit. (see a movie, go and eat)
	cɛñ pii məəl kon, tıw ñam baay tə mədɔɔŋ' tıw!	After I left the movies, I just went to eat.

UNIT 27

BASIC DIALOGUE

	Mr. Smith	
1. phtéh look sὲy s?aat' ah. thəə pəmaan chnam' əh?		Your house is very nice. How many years ago was it built?
	Mrs. Saat	
2. caah, pii chnam' əh.		Two years ago.
	Mr. Smith	
3. yii, thom' ah! thom ciaŋ phtéh look sὲy mun' nəh.		Say, it's really big! It's bigger than your former house, isn't it?
	Mrs. Saat	
4. caah, thom ciaŋ!		Yes, it's bigger.
	Mr. Smith	
5. cón khaŋ-ləə mian ktup pəmaan?		How many rooms are there upstairs?
	Mrs. Saat	
6. caah, mian pèam ktup.. ktup khñom muoy, ktup smèap phñiew muoy, haəy-nŋ ktup koun bɛy!		There are five rooms: my room, a guest room, and three children's rooms.
	Mr. Smith	
7. coh nıw cón nih mian ktup ɛy-khlah?		And on this floor what rooms are there?
	Mrs. Saat	
8. caah, ktup tətuol phñiew muoy, haəy-nŋ bərou pdɛy khñom kee thəə kaa!		Well, there's a guest room, and the office where my husband works.
	Mr. Smith	
9. coh ktup nuh smèap thəə ɛy?		And what's that room for?
	Mrs. Saat	
10. ou, nuh cia ktup da? ɛy-van, haəy nıw khaŋ-sdam nuh cia cəkèan baay haəy-nŋ ktup khmeeŋ chnuol!		Oh, that's a store room, and on the right there is the kitchen and the servant's room.

11. look sɛ̀y mian ktup dɛɛk pəmaan niw cón nih?	Mr. Smith	How many bedrooms do you have on this floor?
12. caah, mian tə muoy' teh! ktup khmeeŋ chnuol.	Mrs. Saat	Well, there's only one. The servant's room.
13. look sɛ̀y mian suon chbaa thom lʔɔɔ' ah.	Mr. Smith	You have a nice big garden, don't you.
14. caah, khñom coul-cət phkaa' nah.	Mrs. Saat	Yes, I like flowers a lot.
15. look sɛ̀y tiñ phkaa pii naa' moh?	Mr. Smith	Where did you buy these flowers?
16. caah, khñom tiñ kaal coul chnam cən, niw muk géa.	Mrs. Saat	Oh, I brought them at Chinese New Years, in front of the station.
17. look sɛ̀y pəhaɛl mian phkaa koulaap cə̀ən' nah.	Mr. Smith	It looks as though you have a lot of roses.
18. caah, phiaʔ cə̀ən, cə̀ən-tə phkaa koulaap!	Mrs. Saat	Yes, most of the flowers are roses.
19. pəpún khñom, kee coul-cət phkaa' nah daɛ!	Mr. Smith	My wife likes flowers a lot too.
20. caah, sɛ̀y-sɛ̀y ñceŋ' əh.. nənaa kɔ douc nənaa' dɛh!	Mrs. Saat	Yes, that's the way women are--everyone of them is like every other one.
21. yii, khñom som cmìep lia look sɛ̀y sən' əh. leŋiec' nah haəy.	Mr. Smith	Say, I better be saying good-bye to you now. It's late in the afternoon already.

Mrs. Saat

22. caah, khñom ɔɔ kun cə̀ən' ah.. cɛh baan chliet coul leeŋ.	Well, thank you very much for takıng the tıme to go out of your way to stop ın.

DIALOGUE FOR COMPREHENSION

look smıth	look srɛy saat
1. phtéh look srɛy sʔaat nah! thvəə ponmaan chnam haəy?	2. caah, pii chnam haəy.
3. yii, thom nah! thom ciaŋ phtéh look srɛy mun!	4. caah, thom ciaŋ.
5. cón khaaŋ-ləə mian bɔntup ponmaan?	6. caah, mian pram bɔntup..bɔntup khñom muoy, bɔntup sɔmrap phñiew muoy, haəy niŋ bɔntup koun bɛy.
7. coh nıw cón nih mian bɔntup ɛy-khlah?	8. caah, bɔntup tóotuol phñiew muoy, haəy nıŋ bərou pdɛy khñom kee thvəə kaa.
9. coh bɔntup nuh sɔmrap thvəə ɔvɛy?	10. ou, nuh cia bɔntup daʔ ɛy-van, haəy nıw khaaŋ-sdam nuh cia cɔŋkraan baay haəy nıŋ bɔntup khmeeŋ chnuol.
11. look srɛy mian bɔntup dɛek ponmaan nıw cón nih?	12. caah, mian taɛ muoy tee.. bɔntup khmeeŋ chnuol.
13. look srɛy mian suon chbaa thom lʔɔɔ nah!	14. caah, khñom coul-cet phkaa nah.
15. look srɛy tiñ phkaa pii naa móoʔ?	16. caah, khñom tiñ kaal coul chnam cən, nıw muk géa.
17. look srɛy prɔhaɛl mian phkaa koulaap craən nah.	18. caah, phiaʔ craən, craən taɛ phkaa koulaap.
19. prɔpún khñom kee coul-cət phkaa nah daɛ.	20. caah. srɛy-srɛy əñcəŋ haəy.. néʔnaa kɔɔ douc néʔnaa daɛ!

21. yii, khñom soum cumriep lia look srɛy sən haəy. ləŋiec nah haəy!

22. caah, khñom ɔɔ kun look craən nah.. cɛh baan chliet coul leeŋ.

NOTE: The Interrogative Word /naa/

The word /naa/ 'which, where' and its derivatives constitute an important area in the system of Khmer interrogatives, comparable to /ɛy/ 'what' and its derivatives. Since several new uses of /naa/ occur in this unit, let us summarize the total picture to date.

/naa/, by itself, modifies mainly verbs of motion and nouns. In the first case it usually means '(to) where' and in the second case it usually means 'which (of several)':

səphiw naa?	Which book(s)?
look tiw naa?	Where are you going?

As a noun modifier, /naa/ is often extended by adding /-muoy/ 'one' and /-khlah/ 'several,' when the speaker wants to specify the type of answer he expects:

səphiw naa-muoy?	Which (one) book?
səphiw naa-khlah?	Which books?

When no noun is present, a substantive form of /naa/ occurs, formed with the prefix /aa-/:

səphiw naa thom ciaŋ?	Which book is bigger?
aanaa thom ciaŋ?	Which one is bigger?

More examples of the substantive /aanaa/ occur in Drill F of this unit.

As a modifier of a stative verb (e.g. /niw/ 'to be located'), or as a sentence constitutent in its own right, /naa/ 'where' is nearly always prefixed by /i-/ (equivalent to /aɛ-/ in careful standard speech):

inaa look sɛ̀y?	Where's madame?
look sɛ̀y niw-inaa?	Where's madame?
look sɛ̀y niw-aɛnaa?	Where's madame?

We have already encountered the phrase /pii naa/ 'from where' in sentences like the following:

look ñcəəñ móo pii naa?	Where did you come from?

A new use of this phrase, with a slightly different meaning, occurs in this unit (Basic Sentence 15 and Drills G and H). The preposition /pii/, in time expressions, always refers to past time:

khñom tiñ məhoup thŋay can.	I buy food on Monday(s).
khñom tiñ məhoup pii thŋay can.	I bought (the) food (last) Monday.

The phrase /pii naa/, by association with this use of /pii/, often refers to past time even when no time expression is present:

look sɛ̀y tiñ phkaa pii naa moh?	Where did you buy the flowers?

(Note, however, the enclitic /moh/, which is itself associated with past time.)

Finally, the question-word /nənaa/ (/néʔ-naa/) 'who' is also an obvious derivative of /naa/, meaning literally 'which person.'

This particular word happens to occur in this unit, however, in a new pattern which is common to all interrogative words. The pattern is as follows (Q stands for any interrogative word):

Q kɔ...' daɛ.

The meaning of the construction is 'the whole class of things designated by Q are equivalent in this respect.' The interrogative word usually comes out in English, therefore, as 'any,' 'every,' 'all,' etc.

Examples:	səphiw naa kɔ baan' daɛ.	Any book will do.
	tiw naa kɔ baan' daɛ.	One can go anywhere.

In Sentence 2 of the Basic Dialogue, and in Drill K, /nənaa/ occurs twice in a variation of this pattern:

nənaa kɔ douc nənaa' daɛ.	Every person is like every (other) one.

NEW VOCABULARY: Household Terms

1. General

phtéh	house, home
haaŋ	shop, store
salaa	hall, school
aakia	building (large)
géa (gaa)	station
véŋ	palace
vót	wat, temple
cón	floor, storey
suon	garden
suon chbaa	flower garden
phkaa	flower
phkaa koulaap	rose
ɛyvan	goods, things
məhoup	food
aaw	coats, upper garments
khao	pants, lower garments
kho-aaw (khao-aaw)	clothing
muoʔ	hats
sbaɛk cəəŋ	shoes

2. Rooms and Furniture

ptup, ktup (bɔntup)	room
..smèap (sɔmrap) phñiew	guest-room
..tətuol (tóotuol) phñiew	parlor, living room ('for receiving guests')
..dɛek	bedroom
..khmɛeŋ chnuol	servant's room
..daʔ ɛyvan	storeroom
..tək (tik)	bathroom
..ñam baay	dining-room
phtéh baay	restaurant, dining-room, or kitchen
bərou	office
cəkèan (cɔŋkraan) baay	kitchen
kɛ̀ɛ (krɛɛ)	bed
kaw-ɛy	chair
tok (toʔ)	table
thvia	door

3. Verbs and Adjectives

riep-cɔm baay	prepare food
dam baay	cook rice
sii baay	to eat (crude)
ñam baay	to eat (common)
tətuol-tian baay (tóotuol-)	to eat (general polite)
pəsaa (pisaa) baay	to eat (honorific)
slieʔ	put on lower garments
slieʔ khao	put on pants
slieʔ sbaɛk cəəŋ	put on shoes
péʔ	put on upper garments
péʔ aaw	put on coat
péʔ muoʔ	put on hat
slieʔ-pé	to get dressed
kat	to cut
kat khao-aaw	to make clothing
cuol	to rent, hire
chnuol	rented, hired
tiñ	to buy
luʔ	to sell
daʔ	to put, store
leeŋ	to do something for fun

daə leeŋ	go for a walk
leeŋ baal	to play ball
tɪw leeŋ	to go visit
chliet	go out of ones way
sʔaat	nice, clean
səlah (sɔʌlah)	comfortable

4. Personal Nouns

khmeeŋ	child (not ones own)
khmeeŋ chnuol	servant
khmeeŋ-khmeeŋ	children in general
sɛ̀y (srɛy)	woman
sɛ̀y-sɛ̀y	women in general
pòh (proh)	man
pòh-pòh	men in general
phñiew	guest

DRILLS

Drill A. Substitution

1.	phtéh look sɛ̀y sʔaat' ah.	Your house is very nice.
2.	phtéh baay look sɛ̀y sʔaat' ah.	Your dining room is very nice.
3.	soun chbaa look sɛ̀y sʔaat' ah.	Your garden is very nice.
4.	ptup tək look sɛ̀y sʔaat' ah.	Your bathroom is very nice.
5.	ptup tətuoul phñiew look sɛ̀y sʔaat' ah.	Your guest room is very nice.
6.	cəkèan baay look sɛ̀y sʔaat' ah.	Your kitchen is very nice.
7.	koun look sɛ̀y sʔaat' ah.	Your children are very nice.
8.	pʔoun look sɛ̀y sʔaat' ah.	Your younger brother is very nice.

Drill B. Response

MODEL: Teacher:	phtéh baay khñom sʔaat' eh?	What do you think of my dining room? '(Literally, is my dining room nice?)'
Student:	baat, phtéh baay look sɛ̀y sʔaat' ah.	Your dining room is very nice.
1.	phtéh khñom thom' eh? baat, phtéh look sɛ̀y thom' ah.	What do you think of my house? Your house is very big.

2.	soun chbaa khñom lˀɔɔ' teh?	What do you think of my garden?
	baat, suon chbaa look sɛ̀y lˀɔɔ' ah.	Your garden is very nice.
3.	ptup tək khñom thom' eh?	What do you think of my bathroom?
	baat, ptup tək look sɛ̀y thom' ah.	Your bathroom is very big.
4.	ptup tətuol phñiew khñom səlah' teh?	What do you thing of my parlor?
	baat, ptup tətuol phñiew look sɛ̀y səlah' nah.	Your parlor is very comfortable.
5.	cəkèan baay khñom lˀɔɔ' teh?	What do you think of my kitchen?
	baat, cəkèan baay look sɛ̀y lˀɔɔ' ah.	Your kitchen is very nice.
6.	koun khñom cɛh' teh?	What do you think of my children?
	baat, koun look sɛ̀y cɛh' nah.	Your children are very capable.

Drill C. Response

MODEL: **Teacher:**	phtéh look sɛ̀y thəə pəmaan chnam' əh? (pii)	How many years ago was your house built? (2)
Student:	caah, phtéh khñom thəə pii chnam' əh.	My house was built two years ago.
1.	laan look tiñ pəmaan chnam' əh? (bɛy)	How many years ago did you buy your car? (3)
	baat, laan khñom tiñ bɛy chnam' əh.	My car was bought three years ago.
2.	phtéh look sɛ̀y cuol pəmaan chnam' əh? (pèam)	How many years have you rented your house? (2)
	caah, phtéh khñom cuol pèam chnam' əh.	My house has been rented for five years.
3.	aaw look kat pəmaan khaɛ' əh? (pmmuoy)	How many months ago did you get that coat made? (6)
	baat, aaw khñom kat pmmuoy khaɛ' əh.	This coat was made six months ago.
4.	pəpún look mədɔl pəmaan thŋay' əh? (pèam-ndɔp)	How many days ago did your wife arrive? (15)
	baat, pəpún khñom mədɔl pèam-ndɔp thŋay' əh.	My wife arrived 15 days ago.
5.	koun look coul rien pəmaan khaɛ' əh? (bɛy)	How many months have your children been going to school? (3)
	baat, koun khñom coul rien bɛy khaɛ' əh.	My children have been going to school for three months.
6.	kót tiw dɔl pəmaan khaɛ' əh? (pii)	How many months ago did he arrive? (2)
	baat, kót tiw dɔl pii khaɛ' əh.	He arrived two months ago.

Drill D. Multiple Substitution

1.	cón khaŋ-ləə mian pəmaan ktup?	How many rooms does the upstairs have?
2.	cón khaŋ-kòom mian pəmaan ktup?	How many rooms does the downstairs have?
3.	cón khaŋ-kòom mian ktup ɛy-khlah?	What rooms does the downstairs have?
4.	cón nih mian ktup ɛy-khlah?	What rooms does this floor have?
5.	cón nih mian ktup dɛɛk pəmaan?	How many bedrooms does this floor have?
6.	cón khaŋ-kòom mian ktup dɛɛk pəmaan?	How many bedrooms does the downstairs have?
7.	cón khaŋ-ləə mian ktup dɛɛk pəmaan?	How many bedrooms does the upstairs have?
8.	cón khaŋ-ləə mian pəmaan ktup?	How many rooms does the upstairs have?

Drill E. Response

MODEL: Teacher:	look sɛ̀y mian ktup dɛɛk pəmaan? (ləə pii, kraom muoy)	How many bedrooms do you have? (Upstairs two, downstairs one)
Student:	caah, mian bɛy.. khaaŋ-ləə pii, khaaŋ-kraom muoy.	There are three of them: two upstairs and one downstairs.

1.	look sɛ̀y mian ktup tətuol phñiew pəmaan? (ləə muoy, kraom muoy)	How many parlors do you have? (upstairs one, downstairs one)
	caah, mian pii..khaaŋ-ləə muoy, khaaŋ-kraom muoy.	There are two of them: one upstairs and one downstairs.
2.	look sɛ̀y mian ktup khmɛɛŋ chnuol pəmaan? (ləə muoy, kraom pii)	How many servant's rooms do you have? (one upstairs, two downstairs)
	caah, mian bɛy..khaaŋ-ləə muoy, khaaŋ-kraom pii.	There are three of them: one upstairs and two downstairs.
3.	look sɛ̀y mian ktup dɛɛk pəmaan? (ləə bɛy, kraom pii)	How many bedrooms do you have? (three upstairs, two downstairs)
	caah, mian pram.. khaaŋ-ləə bɛy, khaaŋ-kraom pii.	There are five of them: three upstairs and two downstairs.

4. look sɛ̀y mian ktup téŋ-ɔh pəmaan? (ləə buon, kraom pmmuoy)	How many rooms do you have in all? (four upstairs, six downstairs)
caan, mian dɔp.. khaaŋ-ləə buon, khaaŋ-kraom pmmuoy.	There are ten of them: four upstairs and six downstairs.

Drill F. Response

MODEL: Teacher:	phtéh look sɛ̀y mun niŋ phtéh nih, aanaa thom ciaŋ? (phtéh nih)	Which is bigger, your previous house or this house? (this house)
Student:	baat, phtéh nih thom ciaŋ!	This house is bigger.

1. ktup sɔmrap tətuol phñiew niŋ ktup ñam baay, aanaa thom ciaŋ? (ktup sɔmrap tətuol phñiew)	Which is bigger, the parlor or the dining room? (the parlor)
baat, ktup sɔmrap tətuol phñiew thom ciaŋ!	The parlor is bigger.
2. ktup koun look niŋ ktup khmeeŋ chnuol, aanaa touc ciaŋ? (ktup koun)	Which is the smaller, your child's room or the servant's room? (child's room)
baat, ktup koun touc ciaŋ!	The child's room is smaller.
3. ktup daʔ ɛy-van niŋ cəkraan baay, aanaa thom ciaŋ? (cəkraan baay)	Which is bigger the store room or the kitchen? (kitchen)
baat, cəkraan baay thom ciaŋ!	The kitchen is bigger.
4. ktup tək niŋ ktup daʔ ɛy-van, aanaa touc ciaŋ? (ktup tək)	Which is smaller, the bathroom or the storeroom? (bathroom)
baat, ktup tək touc ciaŋ!	The bathroom is smaller.
5. suon chbaa khaŋ-muk niŋ suon chbaa khaŋ-kòoy, aanaa thom ciaŋ? (khaŋ-kòoy)	Which is bigger, the garden in front or the garden in back? (in back)
baat, suon chbaa khaŋ-kòoy thom ciaŋ!	The garden in back is bigger.

Drill G. Substitution

1. look sɛ̀y tiñ phkaa pii naa' moh?	Where did you buy the flowers?
2. look sɛ̀y tiñ ɛy-van pii naa' moh?	Where did you buy these things.
3. look sɛ̀y tiñ məhoup pii naa' moh?	Where did you buy the food?
4. look sɛ̀y tiñ ruup thɔɔt pii naa' moh?	Where did you buy the pictures?
5. look sɛ̀y tiñ khmaw-day pii naa' moh?	Where did you buy the pencils?

6.	look sɛ̀y tiñ kədah pii naa' moh?	Where did you buy the paper?
7.	look sɛ̀y tiñ dɔɔŋ pakaa pii naa' moh?	Where did you buy the pens?
8.	look sɛ̀y tiñ phkaa pii naa' moh?	Where did you buy the flowers?

Drill H. Response

MODEL: Teacher:	look sɛ̀y tiñ phkaa pii naa' moh? (coul chnam cən, muk géa)	Where did you buy the flowers? (Chinese New Years, in front of the station)
Student:	caah, khñom tiñ kaal coul chnam cən, nıw muk géa.	I bought the flowers on Chinese New Years, in front of the station.

1.	look sɛ̀y tiñ ɛy-van pii naa' moh? (pii thŋay saw, psaa thmɛy)	Where did you buy these things? (On Saturday, new market)
	caah, khñom tiñ kaal pii thŋay saw, nıw psaa thmɛy.	I bought them on Saturday at the new market.
2.	look sɛ̀y tiñ məhoup pii naa' moh? (pii məsəl mɛñ, psaa cah)	Where did you buy the food? (Yesterday, the old market)
	caah, khñom tiñ kaal pii məsəl mɛñ, nıw psaa cah'ŋ.	I bought them yesterday at the old market.
3.	look sɛ̀y tiñ ruup thɔɔt pii naa' moh? (pii thŋay put, muk véŋ)	Where did you buy the pictures? (On Wednesday, in front of the palace)
	caah, khñom tiñ kaal pii thŋay put'n, nıw muk véŋ.	I bought them on Wednesday, in front of the palace.
4.	look sɛ̀y tiñ khmaw-day pii naa' moh? (pii khaɛ mun, salaa)	Where did you buy the pencils? (Last month, school)
	caah, khñom tiñ kaal pii khaɛ mun, nıw salaa.	I bought them last month at school.
5.	look sɛ̀y tiñ phkaa koulaap pii naa' moh? (pii thŋay can, muk géa)	Where did you buy the roses? (On Monday, in front of the station)
	caah, khñom tiñ kaal pii thŋay can, nıw muk géa.	I bought them on Monday in front of the station.
6.	look sɛ̀y tiñ dɔɔŋ pakaa pii naa' moh? (pii chnam mun, sɔ̀k amərik)	Where did you buy the pens? (Last year, America)
	caah, khñom tiñ kaal pii chnam mun, nıw sɔ̀k amərik'ŋ.	I bought them last year in America.

Drill I. Response

MODEL: Teacher:	look pəhaɛl mian phkaa koulaap cə̀ən' ah!	You seem to have quite a lot of roses.
Student:	baat, phiaʔ cə̀ən, cə̀ən-tə phkaa koulaap'm.	Yes, most of the flowers are roses.
1.	look pəhaɛl mian koun səh ameriʔkaŋ cə̀ən' ah!	You seem to have quite a lot of American students.
	baat, phiaʔ cə̀ən, cə̀ən-tə ameriʔkaŋ.	Yes, most of them are Americans.
2.	look pəhaɛl mian khmaw-day póa lɪəŋ cə̀ən' ah!	You seem to have quite a lot of yellow pencils.
	baat, phiaʔ cə̀ən, cə̀ən-tə póa lɪəŋ.	Yes, most of them are yellow.
3.	look pəhaɛl mian khmeeŋ chnuol sɛ̀y cə̀ən' ah!	You seem to have quite a lot of women servants.
	baat, phiaʔ cə̀ən, cə̀ən-tə sɛ̀y.	Yes, most of them are women.
4.	look pəhaɛl mian phtéh pii cón cə̀ən' ah!	You seem to have quite a lot of two story houses.
	baat, phiaʔ cə̀ən, cə̀ən-tə pii cón.	Yes, most of them are two stories.
5.	look pəhaɛl mian ktup deek cə̀ən' ah!	You seem to have a lot of bedrooms.
	baat, phiaʔ cə̀ən, cə̀ən-tə ktup deek'ŋ.	Yes, most of them are bedrooms.
6.	look pəhaɛl mian phaɛn-tii sòk khmaɛ cə̀ən' ah!	You seem to have a lot of maps of Cambodia.
	baat, phiaʔ cə̀ən, cə̀ən-tə phaɛn-tii sòk khmaɛ.	Yes, most of the maps are of Cambodia.

Drill J. Transformation

MODEL: Teacher:	khñom coul-cət phkaa' ah! (pəpún khñom)	I certainly like flowers! (my wife)
Student:	pəpún khñom kee coul-cət phkaa nah daɛ.	My wife likes flowers a lot too.
1.	khñom coul-cət leeŋ baal' ah! (pʔoun khñom)	I certainly like to play ball. (my younger brother)
	pʔoun khñom kee coul-cət leeŋ baal nah daɛ.	My younger brother likes to play ball a lot too.
2.	khñom coul-cət məhoup cən' ah! (pdɛy khñom)	I certainly like Chinese food. (my husband)
	pdɛy khñom kee coul-cət məhoup cən nah daɛ.	My husband likes Chinese food a lot too.

3. khñom coul-cət tiw məəl kon' ah! (puoʔ-maaʔ baraŋ khñom)	I certainly like to go to see movies. (my French friends)
puoʔ-maa baraŋ khñom, kee coul-cət tiw məəl kon nah daɛ.	My French friends like to go to see movies a lot too.
4. khñom coul-cət ñam baay' ah! (pəpún khñom)	I certainly like to eat. (my wife)
pəpún khñom kee coul-cət ñam baay nah daɛ.	My wife likes very much to eat too.
5. khñom coul-cət daɛ leeŋ' ah! (bɔɔŋ khñom)	I certainly like to go for walks. (my older brother)
bɔɔŋ khñom kee coul-cət daɛ leeŋ nah daɛ.	My older brother likes to go for walks a lot too.

Drill K. Transformation

MODEL: Teacher:	pəpún khñom kee coul-cət phkaa' ah. (sɛ̀y-sɛ̀y)	My wife certainly likes flowers! (women)
Student:	caah, sɛ̀y-sɛ̀y ñcəŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, women are like that--everyone of them is like every other one.

1. p?oun khñom kee coul-cət leeŋ baal' ah! (khmeeŋ-khmeeŋ)	My younger brother certainly likes to play ball. (children)
caah, khmeeŋ-khmeeŋ ñceŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, children are like that--everyone of them is like every other one.
2. pdɛy khñom kót coul-cət məhoup cən' ah. (pòh-pòh)	My husband really likes Chinese food! (men)
caah, pòh-pòh ñceŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, men are like that--everyone of them is like every other one.
3. puoʔ-maaʔ khñom kee coul-cət səphəw' ah. (koun səh)	My friends certainly do like books. (students)
caah, koun səh ñcəŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, students are like that--everyone of them is like every other one.
4. pʔoun sɛ̀y khñom kee coul-cət kon ameriʔkaŋ' ah! (khmeeŋ sɛ̀y)	My younger sister really likes to see American movies! (girls)
caah, khmeeŋ sɛ̀y ñcəŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, girls are like that--everyone of them is like every other one.
5. koun khñom kee coul-cət məəl tii-vii' ah. (khmeeŋ-khmeeŋ)	My children certainly do like to watch television. (children)
caah, khmeŋ-khmeeŋ ñcəŋ' əh.. nənaa kɔ douc nənaa' dɛh.	Yes, children are like that--everyone of them is like every other one.

UNIT 28

BASIC DIALOGUE

	A Cambodıan	
1.	thŋay saw' nıŋ, look tmnee' tee ıh?	Are you free this Saturday?
	An Amerıcan	
2.	baat, pəhaɛl tmnee' tee, məəl tıw.	Yes, I guess I am free.
	Cambodıan	
3.	khñom cɔŋ ñcəəñ look móo pəsaa baay phtéh khñom.	I'd like to invite you to come and eat at my house.
	Amerıcan	
4.	baat, mian ʔɛy?	Sure, why not?
	Cambodıan	
5.	look skól phtéh khñom' ınıw?	Do you know where my house is yet?
	Amerıcan	
6.	baat, khñom skól m-səw chbah' teh!	Well, I don't remember too clearly.
	Cambodıan	
7.	leek pii hòoy haa-səp phləw pastəı.. nıw cıt ambasaat ameriʔkaŋ.	Number 250 Pasteur Street, near the American Embassy.
	Amerıcan	
8.	ou, ñcəŋ khñom m-bac baək laan' teh!	Oh, in that case I won't have to drive my car.
9.	look mian ñcəəñ phñiew móo cèən' teh?	Have you invited a lot of guests?
	Cambodıan	
10.	baat, mın-cə cèən pəmaan' teh!	No, not very many.
11.	khñom haw tə puoʔ-maaʔ khñom pii-bɛy néʔ' teh!	I've just asked two or three of my friends.
	Amerıcan	
12.	ñcəŋ sùol' əh.	Well, that's nice.

		Cambodıan	
13.	look cɔŋ ñam məhoup ɛy, soum pèap khñom' məəh.		Whatever kınd of food you want to eat, just let me know.
		Amerıcan	
14.	baat, məhoup ɛy kɔ baan' dɛh, taɛ khñom cɔŋ saa? məhoup khmaɛ medɔɔŋ!		Well, any kınd of food ıs all rıght, but I would lıke to try Cambodıan food once.
		Cambodıan	
15.	ñcəŋ sùol' eh. pəpún khñom pesɔp thəə məhoup khmaɛ' nah.		That's good. My wıfe ıs very skıllful at makıng Cambodıan food.
16.	coh sèa, look coul-cət sèa ɛy?		And what about lıquor, what kınd of lıquor do you lıke?
		Amerıcan	
17.	baat, viskii' kɔ baan,, byɛɛ' kɔ baan.		Oh, eıther whıskey or beer would be fıne.
		Cambodıan	
18.	look coul-cət sèa təpéŋ baay-cuu' eh?		Do you lıke wıne?
		Amerıcan	
19.	baat, sèa təpéŋ baay-cuu, khñom douc mın cmnoul pəmaan' teh!		Well, I don't partıcularly care for wıne.
		Cambodıan	
20.	ñcəŋ thŋay saw maoŋ pmmuoy ñcəəñ móo' neh?		Then you'll come on Saturday at 6 o'clock, wıll you?
		Amerıcan	
21.	baat! ñcəŋ khñom som lia sən' nəh.		Sure! Well, I'll be seeıng you.

DIALOGUE FOR COMPREHENSION

khmaɛ	amerikaŋ
1. thŋay saw nɪŋ, look tumnee tee rɪh?	2. baat, prɔhaɛl tumnee tee, məəl tɪw.
3. khñom cɔŋ əñcəəñ look móoʔ pisaa baay phtéh khñom.	4. baat, mian ɛy?
5. look skól phtéh khñom haəy rɪ-nɪw?	6. baat, khñom skól mɪn-səw chbah tee.
7. leek pii róoy haa-səp phləw pastəɪ.. nɪw cɪt ambasaat amerikaŋ.	8. ou, əñcéŋ khñom mɪn-bac baək laan tee.
	9. look mian əñcəəñ phñiew móo craən tee?
10. baat, mɪn-cia craən ponmaan tee.	
11. khñom haw taɛ puoʔ-maaʔ khñom pii-bɛy néʔ tee.	12. əñcəŋ sruol haəy!
13. look cɔŋ ñam məhoup ɛy, soum prap khñom məəl.	14. baat, məhoup ɛy kɔɔ baan daɛ, taɛ khñom cɔŋ saaʔ məhoup khmaɛ mədɔɔŋ.
15. əñcəŋ sruol haəy. propún khñom prɔsɔp thvəə məhoup khmaɛ nah.	
16. coh sraa.. look coul-cət sraa ɛy?	17. baat, viskii kɔɔ baan, byɛɛ kɔɔ baan.
18. look coul-cət sraa tumpéŋ baay-cuu tee?	19. baat, sraa tumpéŋ baay-cuu, khñom douc mɪn cɔmnoul ponmaan tee.
20. əñcəŋ thŋay saw maoŋ prammuoy, əñcəəñ móoʔ naa?	21. baat! əñcəŋ khñom soum lia sən haəy.

NOTES

1. Discontinuous Constructions

In the previous unit (27, Notes, end) we described a construction which has two separate elements that do not follow each other directly in any sentence containing it:

Q kɔ ...' daɛ.	'all Q are equivalent'

(as in /nənaa kɔ douc nənaa' daɛ/, 'Every person is like every other one.')

Such a construction is called discontinuous. The present unit contains several more examples of discontinuous constructions.

a)	...kɔ baan,,...kɔ baan.	'either one will do.'
Example:	viskii kɔ baan,, byɛɛ kɔ baan.	'Either whiskey or beer would be fine.'

The things presented as alternatives are usually noun expression, but may also be whole predicates. Further examples are in Drill K.

b)	tə (taɛ)...' teh (tee)!	'only, nothing but'

In this construction, the subject matter to be restricted by 'only' is always squarely bracketed between the two parts of the construction. Thus the restriction is often much more explicit than it is in English.

Examples:

khñom tiñ səphiw tə muoy' teh! (the total number of books I bought was one.)	'I bought only one book.'
khñom tiñ tə səphiw muoy' teh! (all I bought was a book)	'I bought only a book.'

Note that if the restriction applies to the whole predicate, /krón-tə/ is usually used instead of /tə/ by itself:

khñom krón-te tiñ səphiw muoy' teh! (all I did was buy a book)	'I only bought a book.'
khñom haw tə puoʔ-maaʔ khñom pii-bɛy néʔ' teh!	'I just asked two or three of my friends.'

More examples are in Drill G.

c)	min or min-cə (min-cia)...pəmaan teh!	'not very much'

The thing bracketed by this construction is always a verb, adjective, or full predicate (not merely a noun expression), since /min/ and /min-cə/ are prior negatives. The whole construction is equivalent to the negative /min-səw/.

Examples:

baat, min-cə cə̀ən pəmaan' teh!	'No, not very many.'
sèa təpéŋ baay-cuu, khñom douc min cmnoul pəmaan' teh!	'Wine, I (guess I) don't very much care for.'

More examples are in Drills G and L.

d)	ñceəñ (əñceəñ)...! nəh (naa).	'Please, I invite you to'

The expression bracketed by this construction may be an entire subject-predicate complex. Note that if the subject precedes the item /ñceəñ/

the meaning is not 'invitation' but 'honorific motion' (see Note, Unit 24). When there is no subject at all, the meaning may be either, but in most contexts it is 'invitation.'

Examples:

look ñcəəñ móo pəsaa baay aləw' ih?
'Are you coming to eat now?'

ñcəəñ look móo pəsaa baay aləw' nəh.
'Please (I invite you to) come eat now.'

ñcəŋ thŋay saw maoŋ pmmuoy ñcəəñ móo' nəh.
'Then you'll come (or I invite you to come) on Saturday at six o'clock, won't you?'

Other examples are in Drill M.

e) som (soum)...' meəh (məəl) or nəh (naa). 'Please, I request you to'

These two constructions have virtually the same meaning as /som/ by itself, but are a shade more polite. As in the case of /ñcəəñ/, a whole subject-predicate complex may be bracketed.

Examples:

som look cam məphlɛɛt' nəh.	'Please wait a moment, will you?'
soum pèap khñom' meəh.	'Please just tell me.'

Other examples are in Drills H and I.

As pre-verbal modifiers, both /som/ and /ñcəəñ/ can have subjects and prior modifiers of their own:

khñom coŋ ñcəəñ look móo pəsaa baay.
'I want to invite you to come eat.'

khñom som lia sən' nəh.
'I (beg to) say goodbye for a while.'

Other examples are in Drills B and G.

f) pəhaɛl (prɔhaɛl)..., məəl tiw. 'perhaps, I guess'

This construction brackets an entire predicate. The subject may come either before or after /pəhaɛl/ when it occurs.

Examples:

baat, pəhaɛl tmnee' tee, məəl tiw.
'Yes, (I) guess (I) am free.'

or baat, khñom pəhaɛl tmnee' tee, məəl tiw.

or baat, pəhaɛl khñom tmnee' tee, məəl tiw.

Very similar to /pəhaɛl/ are /douc/ and /douc-cia/ 'apparently, it seems,' which may also occur in discontinuous construction with /məəl tiw/. In Sentence 19 of the Basic Dialogue, however, this was not the case, since another kind of discontinuous construction happened to occur in the same sentence, /min... pəmaan/:

khñom douc min cmnoul pəmaan' teh!
'I don't (seem to) particularly care for it.'

Other examples of /douc/ and /pəhaɛl/ are in Drills L and M.

2. More Pre-verbal Modifiers

a) The negative /m-bac/ 'not have to'

This item is considered a compound negative (like /m-tón/, /m-səw/, etc.) since it has no corresponding positive form /bac/. Its logical opposite is /tə̀w/ or /tə̀w-tə/ (/trəw-taɛ/) 'have to.' (The negative of the latter form, /m-təw/, is rare, and means 'shouldn't, mustn't' rather than 'not have to.')

Examples:

ñcəŋ khñom m-bac baək laan' teh!
'In that case, I won't (don't) have to drive.'

look tə̀w-tə baək. 'You have to drive.'

khñom m-tə̀w baək laan' teh! 'I shouldn't drive a car.'

Additional examples are in Drills D, E, and F.

b) Auxiliary verbs meaning 'like to,' etc.

This set of verbs, all of which can be negated, may have either nouns or other verbs as their objects, and hence often fall in the position of pre-verbal modifier.

cɔŋ	'want (to)'
coul-cət	'like (to)'
cmnoul (cɔmnoul)	'take to, care for'
cɛh	'be able to, know (how to)'
pəsɔp (prɔsɔp)	'to be skillful at'

Examples are in Drills J, K, and L.

DRILLS

Drill A. Substitution

1.	thŋay saw' nih, look tmnee' tee ih?	Are you free this Saturday?
2.	thŋay atit' nih, look tmnee' tee ih?	Are you free this Sunday?
3.	thŋay sok' nih, look tmnee' tee ih?	Are you free this Friday?
4.	thŋay pəhóh' nih, look tmnee' tee ih?	Are you free this Thursday?
5.	thŋay can' nih, look tmnee' tee ih?	Are you free this Monday?
6.	thŋay ŋkia' nih, look tmnee' tee ih?	Are you free this Tuesday?
7.	thŋay put' nih, look tmnee' tee ih?	Are you free this Wednesday?

Drill B. Double Substitution

MODEL: Teacher: thŋay saw' nih, khñom coŋ ñcəəñ look móo pəsaa baay phtéh khñom. (sok, ñam)	This Saturday, I would like to invite you to come and have a meal at my house. (Friday, eat)
Student: thŋay sok' nih, khñom coŋ ñcəəñ look móo ñam baay phtéh khñom.	This Friday, I would like to invite you to come and eat at my house.
1. thŋay atıt' nih, khñom coŋ ñcəəñ look móo məəl kon phtéh khñom. (saw, pəsaa baay)	This Sunday, I would like to invite you to come and see a movie at my house. (Saturday, have a meal)
thŋay saw' nih, khñom coŋ ñcəəñ look móo pəsaa baay phtéh khñom.	This Saturday, I would like to invite you to come and have a meal at my house.
2. thŋay sok' nih, khñom coŋ ñcəəñ look móo leeŋ phtéh khñom. (saw, rien)	This Friday, I would like to invite you to come and visit my house. (Saturday, study)
thŋay saw' nih, khñom coŋ ñcəəñ look móo rien phtéh khñom.	This Saturday, I would like to invite you to come and study at my house.
3. thŋay can' nih, khñom coŋ ñcəəñ look móo ñam kafɛe phtéh khñom. (atıt, leeŋ)	This Monday, I would like to invite you to come and have coffee at my house. (Sunday, visit)
thŋay atıt' nih, khñom coŋ ñcəəñ look móo leeŋ phtéh khñom.	This Sunday, I would like to invite you to visit my house.
4. thŋay put' nih, khñom coŋ ñcəəñ look móo məəl tii-vii phtéh khñom. (sok, leeŋ)	This Wednesday, I would like to invite you to come and watch T.V. at my house. (Friday, visit)
thŋay sok' nih, khñom coŋ ñcəəñ look móo leeŋ phtéh khñom.	This Friday, I would like to invite you to come and visit my house.

Drill C. Response

MODEL: Teacher: look skól phtéh khñom' inıw?	Do you know where my house is yet?
Student: baat, khñom m-tón skól' leh!	No, I don't know where it is yet.
1. look cɛh niyiey khmaɛ' inıw?	Do you know how to speak Cambodian yet?
baat, khñom m-tón cɛh niyiey' teh!	No, I don't know how to speak it yet.

2.	look cuop pəpún khñom' iniw? baat, khñom m-tón cuop' eh!	Have you met my wife yet? No, I haven't met her yet.
3.	look sdap baan' iniw? baat, khñom sdap m-tón baan' neh!	Have you understood yet? No, I haven't understood yet.
4.	look rien cɔp' iniw? baat, khñom rien m-tón cɔp' eh!	Have you finished studying yet? No, I haven't finished studying yet.
5.	look khəəñ' iniw? baat, khñom m-tón khəəñ' eh!	Do you see it yet? No, I don't see it yet.

Drill D. Substitution

1.	khñom m-bac baək laan' neh!	I won't have to drive my car.
2.	khñom m-bac tiw phtéh' teh!	I won't have to go to the house.
3.	khñom m-bac rien' neh!	I won't have to study.
4.	khñom m-bac thəə' teh!	I won't have to do it.
5.	khñom m-bac pàɛ' teh!	I won't have to translate it.
6.	khñom m-bac cuop' eh!	I won't have to meet them.
7.	khñom m-bac sdap' eh!	I won't have to listen to it.
8.	khñom m-bac məəl' leh!	I won't have to look at it.

Drill E. Response

MODEL: Teacher: look baək laan' neh? — Are you driving your car?.
Student: tee, khñom m-bac baək laan' neh! — No, I won't have to drive it.

1.	look tiw phtéh' teh? tee, khñom m-bac tiw phtéh' teh!	Are you going to the house? No, I won't have to go to the house.
2.	look rien' neh? tee, khñom m-bac rien' neh!	Are you going to study it? No, I won't have to study it.
3.	look thəə' teh? tee khñom m-bac thəə' teh!	Are you going to do it? No, I won't have to do it.
4.	look pàɛ' teh? tee, khñom m-bac pàɛ' teh!	Are you going to translate it? No, I won't have to translate it.
5.	look cuop' eh? tee, khñom m-bac cuop' eh!	Are you going to meet them? No, I won't have to meet them.
6.	look sdap' eh? tee, khñom m-bac sdap' eh!	Are you going to listen to it? No, I won't have to listen to it.
7.	look məəl' leh? tee, khñom m-bac məəl' leh!	Are you going to look at it? No, I won't have to look at it.

Drill F. Transformation

MODEL: Teacher:	khñom m-bac baək laan' neh! (look)	I won't have to drive the car. (you)
Student:	tee, look tə̀w-tə baək!	No, you'll have to drive it.
1.	khñom m-bac tıw phtéh' teh! (look sɛ̀y)	I won't have to go to the house. (you)
	tee, look sɛ̀y tə̀w-tə tıw!	No, you'll have to go there.
2.	khñom m-bac rien' neh! (kañaa)	I won't have to study it. (you)
	tee, kañaa tə̀w-tə rien!	No, you'll have to study it.
3.	khñom m-bac thəə' teh! (kót)	I won't have to do it. (he)
	tee, kót tə̀w-tə thəə!	No, he'll have to do it.
4.	khñom m-bac pàɛ' teh! (look kùu)	I won't have to translate it.. (the teacher)
	tee, look kùu tə̀w-tə pàɛ!	No, the teacher will have to translate it.
5.	khñom m-bac cuop' eh! (pəpún khñom)	I won't have to meet them. (my wife)
	tee, pəpún khñom tə̀w-tə cuop!	No, my wife will have to meet them.
6.	khñom m-bac sdap' eh! (koun səh)	I won't have to listen to it. (the students)
	tee, koun səh tə̀w-tə sdap!	No, the students will have to listen to it.
7.	khñom m-bac məəl' leh! (bɔɔŋ khñom)	I won't have to look at it. (my older brother)
	tee, bɔɔŋ khñom tə̀w-tə məəl!	No, my older brother will have to look at it.

Drill G. Response

MODEL: Teacher:	look mian ñcəəñ phñiew móo cə̀ən' teh? (puoʔ-maaʔ pii-bɛy néʔ)	Have you invited very many guests? (2 or 3 friends)
Student:	baat, mın-cə cə̀ən pəmaan' teh! khñom haw tə puoʔ-maa khñom pii-bɛy néʔ' teh!	No, not very many. I just asked two or three friends of mine.
1.	look mian ñcəəñ phñiew móo cə̀ən' teh! (kóun səh buon néʔ)	Have you invited very many guests? (4 students)
	baat, mın-cə cə̀ən pəmaan' teh! khñom haw tə koun səh khñom buon néʔ' teh!	No, not very many. I just asked four students of mine.

2.	look mian ñcəəñ phñiew mɔ́o cə̀ən' teh? (bɔɔŋ-pʔoun)	Have you invited very many guests? (brothers and sisters)
	baat, mɪn-ce cə̀ən pəmaan' teh! khñom haw tə bɔɔŋ pʔoun khñom' teh!	No, not very many. I just asked my brothers and sisters.
3.	look mian ñcəəñ phñiew mɔ́o cə̀ən' teh? (puoʔ-maaʔ mənéʔ-pii)	Have you invited very many guests? (one or two friends)
	baat, mɪn-ce cə̀ən pəmaan' teh! khñom haw tə puoʔ-maaʔ khñom mənéʔ-pii' teh!	No, not very many. I just asked one or two friends of mine.
4.	look mian ñcəəñ phñiew mɔ́o cə̀ən' teh? (néʔ cɪt-khaaŋ pmmuoy-pmpɪl néʔ)	Have you invited very many guests? (six or seven neighbors)
	baat, mɪn-ce cə̀ən pəmaan' teh! khñom haw tə néʔ cɪt-khaaŋ khñom pmmuoy-pmpɪl néʔ' teh!	No, not very many. I just asked six or seven neighbors of mine.
5.	look mian ñcəəñ phñiew mɔ́o cə̀ən' teh? (puoʔ-maaʔ pəpún khñom buon-pə̀am néʔ)	Have you invited very many guests? (four or five of my wife's friends)
	baat, mɪn-ce cə̀ən pəmaan' teh! khñom haw tə puoʔ-maaʔ pəpún khñom buon-pə̀am néʔ' teh!	No, not very many. I just asked four or five of my wife's friends.

Drill H. Substitution

1.	look cɔŋ ñam məhoup ɛy, som pə̀ap khñom məəl.	Whatever kind of food you want to eat, please let me know.
2.	look cɔŋ məəl kon ɛy, som pə̀ap khñom məəl.	Whatever movie you want to see, please let me know.
3.	look cɔŋ pəsaa sə̀a ɛy, som pə̀ap khñom məəl.	Whatever kind of liquor you want to drink, please let me know.
4.	look cɔŋ aan səphɪw ɛy, som pə̀ap khñom məəl	Whatever book you want to read, please let me know.
5.	look cɔŋ baək laan ɛy, som pə̀ap khñom məəl.	Whatever kind of car you want to drive, please let me know.
6.	look cɔŋ cuop nənaa, som pə̀ap khñom məəl.	Whoever you want to meet, please let me know.
7.	look cɔŋ tɪw leeŋ inaa, som pə̀ap khñom məəl.	Wherever you want to go, please let me know.

8. look coŋ thəə yaaŋ mɛc, som pėap khñom məəl.	However you want to do it, please let me know.
9. look coŋ ñam məhoup ɛy, som pėap khñom məəl.	Whatever kind of food you want to eat, please let me know.

Drill I. Response

MODEL: Teacher:	look coŋ ñam məhoup ɛy, som pėap khñom məəl. (saaˀ, məhoup khmaɛ)	Whatever kind of food you want to eat, please let me know. (try, Cambodian food)
Student:	baat, məhoup ɛy kɔ baan' daɛ, taɛ khñom coŋ saaˀ məhoup khmaɛ mədɔɔŋ!	Well, any kind of food is all right, but I would like to try Cambodian food once.

1. look coŋ məəl kon ɛy, som pėap khñom məəl. (məəl, kon pėaŋ)	Whatever movie you would like to see, please let me know. (to see, French movie)
baat, kon ɛy kɔ baan' daɛ, taɛ khñom coŋ məəl kon pėaŋ mədɔɔŋ!	Well, any kind of movie is all right, but I would like to see a French movie once.
2. look coŋ pəsaa sėa ɛy som pėap khñom məəl. (saaˀ, sėa təpėŋ baay-cuu)	Whatever kind of liquor you would like to have, please let me know. (try, wine)
baat, sėa ɛy kɔ baan' daɛ, taɛ khñom coŋ saaˀ təpəŋ baay-cuu mədɔɔŋ!	Well, any kind of liquor is all right, but I would like to try wine for once.
3. look coŋ aan səphıw ɛy, som pėap khñom məəl. (məəl, kasaɛt ɔŋglee)	Whatever book you would like to read, please let me know. (read, English magazines)
baat, səphıw ɛy kɔ baan' daɛ, taɛ khñom coŋ məəl kasaɛt ɔŋglee mədɔɔŋ!	Well, any kind of book is all right, but I would like to read an English magazine once.
4. look coŋ baək laan ɛy, som pėap khñom məəl (baək, laan ameriˀkaŋ)	Whatever car you would like to drive, please let me know. (drive, American car)
baat, laan ɛy kɔ baan' daɛ, taɛ khñom coŋ baək ameriˀkaŋ mədɔɔŋ!	Well, any kind of car is all right, but I would like to drive an American car.

5. look cɔŋ tiw leeŋ inaa, som pèap khñom məəl. (leeŋ, muk véŋ)	Wherever you want to go, please let me know. (visit, in front of the palace)
baat, tiw inaa kɔ baan' daε, taε khñom cɔŋ tiw leeŋ muk véŋ mədɔɔŋ!	Well, anywhere is all right, but I would like to go visit the front of the palace once.

Drill J. Multiple Substitution

1. pəpún khñom pəsɔp thəə məhoup khmaε' ah.	My wife is very skillful at making Cambodian food.
2. kañaa vansii pəsɔp thəə məhoup khmaε' ah.	Miss Vansy is very skillful at making Cambodian food.
3. kañaa vansii cεh niyiey ɔŋglee' ah.	Miss Vansy is very good at speaking English.
4. look saw cεh niyiey ɔŋglee' ah.	Mr. Sau is very good at speaking English.
5. look saw cmnoul sèa təpéŋ baay-cuu' ah.	Mr. Sau is fond of wine.
6. look smith cmnoul sèa təpéŋ baay-cuu' ah.	Mr. Smith is fond of wine.
7. look smith cmnoul məhoup khmaε' ah.	Mr. Smith is fond of Cambodian food.
8. look smith pəsɔp thəə məhoup khmaε' ah.	Mr. Smith is very skillful at making Cambodian food.
9. pəpún khñom pəsɔp thəə məhoup khmaε' ah.	My wife is very skillful at making Cambodian food.

Drill K. Response

MODEL: Teacher: look coul-cət sèa εy? (viskii, byεε)	What kind of liquor do you like? (whiskey, beer)
Student: baat, viskii' kɔ baan,, byεε' kɔ baan.	Well, whiskey would be fine, and beer would be fine.
1. look coul-cət məhoup εy? (khmaε, ameriʔkaŋ)	What kind of food do you like? (Cambodian, American)
baat, məhoup khmaε' kɔ baan,, məhoup ameriʔkaŋ' kɔ baan.	Well, Cambodian food would be fine, and American food would be fine.

2.	look cɔŋ pàə ɛy, dmbɛy təsɛe səbot? (khmaw-day, dɔɔŋ pakaa)	What would you like to use to write the letter with? (pencil, pen)
	baat, khmaw-day' kɔ baan,, dɔɔŋ pakaa' kɔ baan.	Well, a pencil would be all right, or a pen would be all right.
3.	look cɔŋ niyiey phiasaa ɛy? (ɔŋglee, pèaŋ)	What language do you want to speak? (English, French)
	baat, ɔŋglee' kɔ baan,, pèaŋ kɔ baan.	Well, English would be fine, or French would be fine.
4.	look coul-cət rien peel naa? (yup, thŋay)	What time do you like to study? (night, day)
	baat, yup' kɔ baan,, thŋay' kɔ baan.	Well, at night is all right, or in the day time is all right.
5.	look cɔŋ pəsaa baay nıw-inaa? (phtéh khñom, phtéh baay)	Where would you like to eat? (my house, a restaurant)
	baat, phtéh khñom' kɔ baan,, phtéh baay' kɔ baan.	Well, at my house would be all right, or at a restaurant would be all right.

Drill L. Response

MODEL: Teacher:	look coul-cət sèa təpéŋ baay-cuu' teh?	Do you like wine?
Student:	baat, sèa təpéŋ baay-cuu, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for wine.

1.	look coul-cət məhoup ameriʔkaŋ eh?	Do you like American food?
	baat, məhoup ameriʔkaŋ, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for American food.
2.	look coul-cət viskii' teh?	Do you like whiskey?
	baat, viskii, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for whiskey.
3.	look coul-cət məhoup cən' neh?	Do you like Chinese food?
	baat, məhoup cən, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for Chinese food.
4.	look coul-cət tək-taɛ tək-kɔɔʔ' teh?	Do you like iced tea?
	baat, tək-taɛ tək-kɔɔʔ, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for iced tea.
5.	look coul-cət kafɛe tək-doh-koo' teh?	Do you like coffee with cream?
	baat, kafɛe tək-doh-koo, khñom douc mın cmnoul pəmaan' neh!	Well, I don't particularly care for coffee with cream.

6. look coul-cət məhoup pèaŋ' eh? — Do you like French food?
baat, məhoup pèaŋ, khñom douc min cmnoul pəmaan' neh! — Well, I don't particularly care for French food.

Drill M. Response

MODEL: Teacher: ñcəŋ, thŋay saw, ñcəəñ móo phtéh khñom' neh? — Then you come to my house on Saturday, will you?
Student: baat, thŋay saw, khñom pəhaɛl m baan móo phtéh look' eh! — Well, on Saturday I probably won't be able to come to your house.

1. ñcəŋ thŋay atit, ñcəəñ móo bərou khñom' neh? — Then you'll come to my office on Sunday, will you?
baat, thŋay atit, khñom pəhaɛl m baan móo bərou look' teh! — Well, on Sunday I probably won't be able to come to your office.

2. ñcəŋ thŋay sok, ñcəəñ móo outaɛl khñom' neh? — Then you'll come to my hotel on Friday, will you?
baat, thŋay sok, khñom pəhaɛl m baan móo outaɛl look' eh! — Well, on Friday I probably won't be able to come to your hotel.

3. ñcəŋ thŋay pəhóh, ñcəəñ móo kəlaɛŋ khñom' neh? — Then you'll come to my place on Thursday, will you?
baat, thŋay pəhóh, khñom pəhaɛl m baan móo kəlaɛŋ look' eh! — Well, on Thursday I probably won't be able to come to your place.

4. ñcəŋ thŋay can, ñcəəñ móo haaŋ khñom' neh? — Then you'll come to my store on Monday, will you?
baat, thŋay can, khñom pəhaɛl m baan móo haaŋ look' eh! — Well, on Monday I probably won't be able to come to your store.

5. ñcəŋ thŋay put, ñcəəñ móo ktup khñom' neh? — Then you'll come to my room on Wednesday, will you?
baat, thŋay put, khñom pəhaɛl m baan móo ktup look' eh! — Well, on Wednesday I probably won't be able to come to your room.

UNIT 29

BASIC DIALOGUE

	Sareth	
1.	cmìep suo, sərɪn! coul' moh.. khaan cuop yuu' əh.	Hello, Sarɪn! Come on ɪn. I haven't seen you for a long tɪme.
	Sarɪn	
2.	sɔm tooh' nəh.. laan khñom khouc kədaal phləw, baan-cə yuu ntɛc'ñ.	Sorry, my car broke down on the and that's why I am a lɪttle bɪt late.
	Sareth	
3.	inaa' look sɛ̀y?	Where's your wɪfe?
	Sarɪn	
4.	baat, m baan móo' teh! mian thuréʔ ntɛc!	Oh, she couldn't come. She got a lɪttle bɪt tɪed up.
	Sareth	
5.	yii, sdaay' nəh!	Oh, that's too bad!
	Sarin	
6.	kee cɔŋ móo nah daɛ, taɛ məsəl mɛñ tə̀w tɪw battəbɔɔŋ, prúh mədaay khmeek khñom kót m-səw sùol khluon!	She wanted to come, too, but yesterday she had to go to Battambong, because my mother-ɪn-law ɪsn't very well.
	Sareth	
7.	ŋkaal kót ñcəəñ móo viñ?	When wɪll she be back?
	Sarɪn	
8.	taam kee pèap khñom, thaa təlɔp móo viñ ləŋiec nɪŋ' əh.	Accordɪng to what she told me, she'll be back thɪs evenɪng.
	Sareth	
9.	mɛc, kɪt khlaɛm ɛ́y ntɛc-ntuoc sən' ɪh?	Well, wɪll you have a lɪttle somethɪng to drɪnk?
	Sarin	
10.	mian ɛy? mian ɛy-khlah?	Why not? What do you have?
	Sareth	
11.	baat, khñom mian viskii, byɛɛ kouñaʔ!.	Well, I have whɪskey, beer, cognac.

	Sarın	
12.	ñcəŋ soum viskii soudaa məkaɛw' moh.	In that case let me have a whiskey soda.
	niyiey ñcəŋ, khñom nıw m baan yuu' teh, ləŋiec nıŋ..	By the way, I can't stay very long, this evening.
	Sareth	
14.	mian ɛy? pəñap tıw naa!?	Why not? Where are you hurrying to?
	Sarın	
15.	ou, khñom tə̀w tıw tətuol pəpún khñom nıw géa atiah-phləəŋ, maoŋ dɔp kəlah.	Oh, I have to go meet my wife at the railroad station at 10:30.
	Sareth	
16.	mian ɛy? tumróm dɔl peel nıŋ, yəəŋ ñam baay ruoc' əh.	So what? By that time, we'll be thru eating.
	Sarın	
17.	ñcəŋ' əh, pətaɛ khñom tə̀w-tə tıw mun maoŋ' ntɛc, khlaac atiah-phləəŋ mədɔl mun maoŋ!	That's true, but I ought to get there a little ahead of time, just in case the train arrives ahead of time.
	Sareth	
18.	ñcəŋ pəñap sòh-sòup' tıw nəh.	Then let's have a quick bite, all right?
	Sarın	
19.	baat.	All right.

DIALOGUE FOR COMPREHENSION

look Sareth	look Sarın
1. cumriep suo, sarın! coul móoˀ.. khaan cuop yuu haəy.	2. soum tooh naa. laan khñom khouc kondaal phləw, baan-cia yuu ntɛc.
3. aɛnaa look srɛy?	4. baat, mın baan móoˀ tee. mian thuréˀ ntɛc.
5. yii, sdaay nah!	6. kee cɔŋ móoˀ nah daɛ, taɛ məsəl mɛñ trəw tıw batdɔmbɔɔŋ, prúh mədaay khmeek khñom kót mın-səw sruol khluon.
7. ɔŋkaal kót əñcəəñ móoˀ viñ?	8. taam kee prap khñom, thaa trɔlɔp móoˀ viñ ləŋiec nıŋ haəy.

9. mɛc, kıt khlaɛm ɛy bɔntɛc-bɔntuoc
sən rıh?

10. mian ɛy? mian ɛy-khlah?

11. baat, khñom mian viskii, byɛɛ, kouña?

12. əñcəŋ soum viskii soudaa
məkaɛw móoʔ.

13. niyiey əñcəŋ, khñom nıw mın
baan yuu tee, ləŋiec nıŋ..

14. mian ɛy? prɔñap tıw naa rıh?

15. ou, khñom trəw tıw tətuol prɔpún
khñom nıw gaa rótiah-phləəŋ,
maoŋ dɔp kɔnlah.

16. mian ɛy? tumróm dɔl peel nıŋ,
yəəŋ ñam baay ruoc haəy.

17. əñcəŋ haəy, pontaɛ khñom trəw-taɛ
tıw mun maoŋ bɔntɛc, khlaạc
rótıah-phləəŋ móoʔ dɔl mun maoŋ.

18. əñcəŋ prɔñap srɔh-sroup tıw, naa.

19. baat.

NOTE: Pseudo-Negatıve Verbs

Three of the verbs ın thıs unıt have ın common the possıbılıty of replacıng negatıve expressıons (negatıve plus verb), ın such a way that a negatıve translatıon ın Englısh ıs usually possıble. These verbs are /khmian/ 'doesn't have, there ısn't,' /khaan/ 'dıdn't, won't,' and /khlaac/ 'for fear that, so that..not.' Only /khmian/ ıs ın any sense a true negatıve, however; as a maın verb ıt ıs usually followed by /tee/. The last two verbs can themselves be negated: /m khaan/ 'not faıl' and /m khlaac/ 'nɔt fear,' and they are not ordınarıly followed by /tee/ unless such negatıon ıs present.

The three verbs ın questıon often functıon as negatıves of such other verbs as /mian/ 'to have, there ıs,' /mɛɛn/ 'to be the one,' and the ıtem /baan/ ın all ıts uses (revıew Note 1. of Unıt 26-- you wıll also need the ınformatıon gıven ın that note to perform Drılls B, C, and E of thıs unıt.)

1. /khmian ıs the equıvalent of /m mian/ 'not have' and also of the negatıve /mın/ ıtself, when reference ıs made to a sıngle event ın the past.

Examples:	khñom mian səphıw.	'I have books.'
	khñom khmian səphıw' teh!	'I don't have books.'
	khñom mın ñcəəñ phñiew móo cèən' teh!	'I dıdn't ınvıte a lot of guests.'
	khñom khmian ñcəəñ phñiew móo cèən' teh!	'I haven't ınvıted a lot of guests.'

2. /khaan/ ıs the equıvalent of /m baan/ 'nɔt get, not get to' ın some of ıts uses (e,g. as a prıor or maın verb), and also of /mın/ ıtself when ıt refers to a long stretch of tıme (usually ın the past); /m khaan/ 'wıthout faıl' ıs the equıvalent of /mɛɛn/ 'certaınly.'

Examples:	m baan coup khnia yuu' əh.	'We dıdn't get to see each other for a long tıme.'

khaan cuop khnia yuu' əh.	'We haven't seen each other for a long time.'
kót m móo leeŋ yuu' əh.	'He didn't come to visit us for a long time.'
kót khaan móo leeŋ yuu' əh.	'He hasn't come to visit us in a long time.'
khñom tiw leeŋ phtéh look mɛɛn!!	'I sure will go to your house!'
khñom tiw leeŋ phtéh look m khaan.	'I'll go to your house without fail.

3. /khlaac/ is, in a sense, the opposite of /oy-baan/ 'so that,' since it means 'so that...not.'

khñom cih sikhlou tiw, oy-baan dɔl chap.	'I'm taking a cyclo, so that I'll get there fast.'
khñom cih siklou tiw, khlaac tedɔl yiit.	'I'm taking a cyclo, so that I won't get there late.'

The three pseudo-negatives are emphasized in Drills J. and K of this unit.

NEW VOCABULARY: Times of Day

At present most Cambodian speakers use the following system to indicate times of day, although older systems are still in existence in the country. A twelve-hour base is involved, as in English colloquial usage. But instead of using only two distinctive terms ('a.m.' and 'p.m.') Cambodians distinguish many different periods of the day and night in connection with clock terms. The most common distinguishers are:

pə̀k (prək)	'morning'	asial (róosial)	'afternoon'
thŋay	'daytime'	ləŋiec	'late afternoon, evening'
thŋay tòɔŋ (trɔŋ)	'noon'		
		yup	'evening, night'

Since different individuals vary in their usage of these terms (as do English speakers with the comparable English terms), it is dangerous to assign clock limits to any particular item. For 'three p.m.', for example, you may hear /maoŋ bɛy asial/ or /maoŋ bɛy ləŋiec/. There is never any ambiguity, however, as to whether 'a.m.' or 'p.m.' is meant.

/maoŋ/ 'hour, o'clock' is used in all time-of-day expressions. For fractions of an hour, only /kəlah/ (kɔnlah/) is common. Minutes are counted either with /mənut/ of /niatii/, the former being more common in urban areas. Note that word order is of primary importance wherever /maoŋ/ and /kəlah/ are involved:

bɛy maoŋ	'three hours' (duration)	maoŋ bɛy	'three o'clock' (time of day)
kəlah maoŋ	'half an hour'	maoŋ kəlah	'an hour and a half'
bɛy maoŋ kəlah	'three and a half hours'	maoŋ bɛy kəlah	'3:30'

DRILLS

Drill A. Substitution

1.	som tooh' nəh, laan khñom khouc!	Sorry, my car broke down.
2.	som tooh' nəh, dɔɔŋ pakaa khñom khouc!	Sorry, my pen stopped working.
3.	som tooh' nəh, ləbɔh khñom khouc!	Sorry, mine stopped working.
4.	som tooh' nəh, ləbɔh khñom baʔ.	Sorry, mine is broken.
5.	som tooh' nəh, khmaw-day khñom baʔ	Sorry, my pencil is broken.
6.	som tooh' nəh, khmaw-day khñom m lʔɔɔ' teh!	Sorry, my pencil is no good.
7.	som tooh' nəh, laan khñom m lʔɔɔ' teh!	Sorry, my car is no good.
8.	som tooh' nəh, laan khñom khouc!	Sorry, my car broke down.

Drill B. Substitution

1.	som tooh' nəh, laan khñom khouc, baan-cə yuu ntɛc'ñ.	Sorry, my car broke down and so I was a little late.
2.	som tooh' nəh, khñom m sùol khluon, baan-cə yuu ntɛc'ñ.	Sorry, I didn't feel well and so I was a little late.
3.	som tooh' nəh, khñom tiw məəl kon, baan-cə yuu ntɛc' ñ.	Sorry, I went to a movie and so I was a little late.
4.	som tooh' nəh, khñom tə̀w tiw phtéh, baan-cə yuu ntɛc'ñ.	Sorry, I had to go home and so I was a little late.
5.	som tooh' nəh, khñom tə̀w rien khmaɛ, baan-cə yuu ntɛc'ñ.	Sorry, I had to study Cambodian so I was a little late.
6.	som tooh' nəh, khñom tə̀w cam pəpún khñom, baan-cə yuu ntɛc'ñ.	Sorry, I had to wait for my wife so I was a little late.
7.	som tooh' nəh, khñom tə̀w cuop ŋ kót, baan-cə yuu ntɛc'ñ.	Sorry, I had to meet him so I was a little late.
8.	som tooh' nəh, laan khñom khouc, baan-cə yuu ntɛc'ñ.	Sorry, my car broke down so I was a little late.

Drill C. Response

MODEL: Teacher:	inaa' look sɛ̀y? (mian thuréʔ ntɛc)	Where is your wife? (She got a little tied up)
Student:	baat, m baan móo' teh, mian thuréʔ ntɛc!	Well, she couldn't come, she got a little tied up.
1.	inaa' look sɛ̀y? (m sùol khluon)	Where is your wife? (not well)
	baat, m baan móo' teh, m sùol khluon!	Well she couldn't come, she's not well.
2.	inaa' look sɛ̀y? (tə̀w tıw battəbɔɔŋ)	Where is your wife? (had to go to Battambong)
	baat, m baan móo' teh, tə̀w tıw battebɔɔŋ!	Well she couldn't come, she had to go to Battambong.
3.	inaa' look sɛ̀y? (tə̀w tıw rien)	Where is your wife? (had to go study)
	baat, m baan móo' teh! tə̀w tıw rien!	Well she couldn't come, she had to go study.
4.	inaa' look sɛ̀y? (tə̀w cuop ŋ kee ntɛc)	Where is your wife? (had to meet them for a while)
	baat, m baan móo' teh, tə̀w cuop ŋ kee ntɛc!	Well she couldn't come, she had to meet with them for a while.

Drill D. Response

MODEL: Teacher:	kee cɔŋ móo nah daɛ. (kót, tə̀w tıw battəbɔɔŋ)	They wanted to come, too. (he, had to go to Battambong)
Student:	kót cɔŋ móo nah daɛ, taɛ tə̀w tıw battəbɔɔŋ!	He wanted to come, too, but he had to go to Battambong.
1.	kee cɔŋ móo nah daɛ. (pəpún khñom, m-səw sùol khluon)	They wanted to come, too. (my wife, not very well)
	pəpún khñom cɔŋ móo nah daɛ, taɛ m-səw sùol khluon!	My wife wanted to come, too, but she wasn't very well.
2.	kee cɔŋ móo nah daɛ. (pʔoun khñom, mian thuréʔ ntɛc)	They wanted to come, too. (my younger brother, had some business)
	pʔoun khñom cɔŋ móo nah daɛ, taɛ mian thuréʔ ntɛc!	My younger brother wanted to come, too, but he had some business.
3.	kee cɔŋ móo nah daɛ. (bɔɔŋ khñom, tə̀w tıw rien)	They wanted to come, too. (my older brother, had to go study)
	bɔɔŋ khñom cɔŋ móo nah daɛ, taɛ tə̀w tıw rien!	My older brother wanted to come, too, but he had to go study.

4. kee coŋ móo nah daɛ. (mədaay khñom, tə̀w cuop ŋ kee) mədaay khñom coŋ móo nah daɛ, taɛ tə̀w cuop ŋ kee!	They wanted to come, too. (my mother, meet with them) My mother wanted to come, too, but she had to meet with them.
5. kee coŋ móo nah daɛ. (ɔpuk khñom, mian thuréʔ ntɛc) ɔpuk khñom coŋ móo nah daɛ, taɛ mian thuréʔ ntɛc!	They wanted to come, too. (my father, had some business) My father wanted to come, too, but he had some business.

Drill E. Substitution

1. niyiey ñcəŋ, khñom nıw m baan yuu' teh!	By the way, I can't stay very long.
2. niyiey ñcəŋ, khñom rien m baan yuu' teh!	By the way, I can't study very long.
3. niyiey ñcəŋ, khñom meəl səphıw m baan yuu' teh!	By the way, I can't look at the books very long.
4. niyiey ñcəŋ, khñom təsɛe m baan yuu' teh!	By the way. I can't write very long.
5. niyiey ñcəŋ, khñom meəl kon m baan yuu' teh!	By the way, I can't watch the movie very long.
6. niyiey ñcəŋ, khñom móo m baan yuu' teh!	By the way, I can't come for very long.
7. niyiey ñcəŋ, khñom cuop kót m baan yuu' teh!	By the way, I can't meet with him very long.
8. niyiey ñcəŋ, khñom nıw nuh m baan yuu' teh!	By the way, I can't stay there very long.

Drill F. Response

MODEL: Teacher:	ŋkaal kót ñceəñ móo viñ? (ləŋiec nıŋ)	When is she coming back? (this evening)
Student:	taam kee pə̀ap khñom, thaa təlɔp móo viñ ləŋiec nıŋ'əh.	According to what she told me, she is coming back this evening.

1. ŋkaal kót ñceəñ móo viñ? (pə̀k sʔaɛk)	When is she coming back? (tomorrow morning)
taam kee pə̀ap khñom, thaa təlɔp móo viñ pə̀k sʔaɛk' əh.	According to what she told me, she is coming back tomorrow morning.

2.	ŋkaal kót ñceəñ móo viñ? (maoŋ pmbɛy pə̀k) taam kee pèap khñom, thaa təlɔp móo viñ maoŋ pmbɛy pə̀k' əh.	When is she coming back? (8 a.m.) According to what she told me, she is coming back at 8 a.m.
3.	ŋkaal kót ñceəñ móo viñ? (maoŋ dɔp yup) taam kee pèap khñom, thaa təlɔp móo viñ maoŋ dɔp yup' əh.	When is she coming back? (10 p.m.) According to what she told me, she is coming back at 10 p.m.
4.	ŋkaal kót ñceəñ móo viñ? (s?aɛk) taam kee pèap khñom, thaa təlɔp móo viñ s?aɛk' əh.	When is she coming back? (tomorrow) According to what she told me, she is coming back tomorrow.
5.	ŋkaal kót ñceəñ móo viñ? (maoŋ buon asial) taam kee pèap khñom, thaa təlɔp móo viñ maoŋ buon asial' əh.	When is she coming back? (4 p.m.) According to what she told me, she is coming back at 4 p.m.

Drill G. *Multiple Substitution*

1.	soum viskii soudaa məkaɛw' moh.	Please give me a glass of whiskey soda.
2.	soum viskii soudaa *pii kaɛw*' moh.	Please give me *two glasses* of whiskey soda.
3.	soum *byɛɛ* pii kaɛw' moh.	Please give me two glasses of *beer*.
4.	soum *tık-taɛ* pii kaɛw' moh.	Please give me two glasses of *tea*.
5.	soum tık-taɛ *məkaɛw*' moh.	Please give me *a glass* of tea.
6.	soum *viskii* məkaɛw' moh.	Please give me a glass of *whiskey*.
7.	soum *kouña?* məkaɛw' moh.	Please give me a glass of *cognac*.
8.	soum *viskii soudaa* məkaɛw' moh.	Please give me a glass of *whiskey soda*.

Drill H. *Multiple Substitution*

1.	khñom tèw tıw tətuol pəpún khñom nıw géa atiah-phləəŋ maoŋ dɔp kəlah.	I have to go meet my wife at the railroad station at 10:30.
2.	khñom tèw tıw tətuol pəpún khñom *nıw vial yún-hɔh* maoŋ dɔp kəlah.	I have to go meet my wife *at the airport* at 10:30.
3.	khñom tèw tıw tətuol pəpún khñom nıw vial yún-hɔh *maoŋ pmpıl kəlah*.	I have to go meet my wife at the airport *at 7:30*.

4. khñom tèw tıw tətuol pʔoun khñom nıw vial yún-hɔh maoŋ pmpıl kəlah.	I have to go meet my younger brother at the airport at 7:30.
5. khñom tèw tıw tətuol pʔoun khñom nıw vial yún-hɔh maoŋ buon kəlah.	I have to go meet my younger brother at the airport at 4:30.
6. khñom tèw tıw tətuol pʔoun khñom nıw géa atiah-phləəŋ maoŋ buon kəlah.	I have to go meet my younger brother at the railroad station at 4:30.
7. khñom tèw tıw tətuol pəpún khñom nıw géa atiah-phləəŋ maoŋ buon kəlah.	I have to go meet my wife at the railroad station at 4:30.
8. khñom tèw tıw tətuol pəpún khñom nıw géa atiah-phləəŋ maoŋ dɔp kəlah.	I have to go meet my wife at the railroad station at 10:30.

Drill I. Multiple Substitution

1. mian ɛy, tumróm dɔl peel nıŋ, yəəŋ ñam baay ruoc' əh.	So what, by that time we'll be finished eating.
2. mian ɛy, tumróm dɔl peel nıŋ, yəəŋ məəl kon ruoc' əh.	So what, by that time we'll be finished watching the movie.
3. mian ɛy, tumróm dɔl maoŋ bɛy, yəəŋ məəl kon ruoc' əh.	So what, by 3 o'clock we'll be finished watching the movie.
4. mian ɛy, tumróm dɔl maoŋ bɛy, yəəŋ sòh-sòup ruoc' əh.	So what, by 3 o'clock we'll be finished having a bite to eat.
5. mian ɛy, tumróm dɔl maoŋ pmbuon, yəəŋ sòh-sòup ruoc' əh.	So what, by 9 o'clock we'll be finished having a bite to eat.
6. mian ɛy, tumróm dɔl maoŋ pmbuon, yəəŋ ñam baay ruoc' əh.	So what, by 9 o'clock we'll be finished eating.
7. mian ɛy, tumróm dɔl peel nıŋ, yəəŋ ñam baay ruoc' əh.	So what, by that time we'll be finished eating.

Drill J. Response

MODEL: Teacher: mɛc, pəñap' ıh? (atiah-phləəŋ)	Say, what's the hurry? (train)
Student: baat, pəñap'm.. khlaac atiah-phləəŋ mədɔl mun maoŋ.	Well, I am in a hurry. I am afraid the train will get here ahead of time.
1. mɛc, pəñap' ıh? (laan chnuol)	Say, what's the hurry? (bus)
baat, pəñap'm.. khlaac laan chnuol mədɔl mun maoŋ.	Well, I am in a hurry. I am afraid the bus will get here ahead of time.
2. mɛc, pəñap' ıh? (phñiew)	Say, what's the hurry? (guest)
baat, pəñap'm.. khlaac phñiew mədɔl mun maoŋ.	Well, I am in a hurry. I am afraid the guest will get here ahead of time.
3. mɛc, pəñap' ıh? (yún-hɔh)	Say, what's the hurry? (airplane)
baat, pəñap'm.. khlaac yún-hɔh mədɔl mun maoŋ.	Well, I am in a hurry. I am afraid the airplane will get here ahead of time.
4. mɛc, pəñap' ıh? (koun səh)	Say, what's the hurry? (students)
baat, pəñap'm.. khlaac koun səh mədɔl mun maoŋ.	Well, I am in a hurry. I am afraid the students will get here ahead of time.
5. mɛc, pəñap' ıh? (pʔoun khñom)	Say, what's the hurry? (my younger brother)
baat, pəñap'm.. khlaac pʔoun khñom mədɔl mun maoŋ.	Well, I am in a hurry, I am afraid my younger brother will get here ahead of time.

Drill K. Transformation: /khaan/ and /khmian/

MODEL: Teacher: look sərɛɛt nıŋ look sɛ̀y saat m baan khəəñ khnia yuu' əh.	Mr. Sareth and Mrs. Saat haven't seen each other for a long time.
Student: look sərɛɛt nıŋ look sɛ̀y saat khaan khəəñ khnia yuu' əh.	Mr. Sareth and Mrs. Saat have missed seeing each other for a long time.
1. look smith mın ñcəəñ phñiew móo cə̀ən' teh!	Mr. Smith hasn't invited very many guests.
look smith khmian ñcəəñ phñiew móo cə̀ən' teh!	Mr. Smith hasn't invited very many guests.

2. kañaa vansii m móo leeŋ yuu' əh.	Miss Vansy didn't come to visit for a long time.
kañaa vansii khaan móo leeŋ yuu' əh.	Miss Vansy has failed to come to visit for a long time.
3. khñom douccia m mian kaa thee cə̀ən' teh!	I guess I don't have very much work to do.
khñom douccia khmian kaa thee cə̀ən' teh!	I guess I don't have very much work to do.
4. khñom tıw leeŋ phtéh look mɛɛn!!	I will certainly go visit your house!
khñom tıw leeŋ phtéh look m khaan!	I will go visit your house without fail!

UNIT 30

NARRATION

1. ról prık, thómmədaa khñom phñéʔ pii keeŋ maoŋ prampıl.
2. khñom baək raadyou sdap dɔmnəŋ, ruoc haəy khñom tıw bɔntup tık.
3. khñom lup-liaŋ muk khñom nıŋ səbuu, doh thmiñ, kao puk mót.
4. ruoc khñom ŋuut tık, kɔʔ sɔʔ
5. luh ŋuut tık ruoc haəy, khñom yóoʔ kɔnsaɛŋ móoʔ cuut khluon.
6. haəy khñom koo sət sɔʔ.

1. Each morning, I usually get out of bed at 7:00.
2. I turn on the radio to listen to the news, and then I go to the bathroom.
3. I wash my face with soap, brush my teeth, and shave.
4. After that I take a shower, and wash my hair.
5. When I am through taking a shower, I take a towel and dry myself off.
6. Then I comb my hair.

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7. tɔɔ móoʔ, khñom kɔɔ trɔlɔp tıw khnoŋ bɔntup keeŋ khñom viñ, daəmbɛy nıŋ slieʔ péʔ.
8. kraoy móoʔ, khñom coh tıw kraom, tıw khnoŋ phtéh baay.
9. nıw nuh, khñom khəəñ prɔpún khñom kɔmpúŋ-taɛ riep-cɔm baay prık aoy khñom.
10. nıw ləə tok, khñom khəəñ mian póoŋ món cian, bɔbɔɔ, numpaŋ, kafɛe, laʔ.
11. thómmədaa khñom ñam kafɛe pii rıı bɛy pɛɛŋ nıw peel baay prık.
12. nıw peel nuh, khñom taɛŋ-taɛ məəl kasaɛt.

7. Later on I go back into my bedroom in order to get dressed.
8. After that, I go downstairs into the dining room.
9. There, I see my wife preparing breakfast for me.
10. On the table, I see fried eggs, soup, bread, coffee, etc.
11. Usually I drink two or three cups of coffee at breakfast.
12. During that time, I always read the newspaper.

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13. luh ñam baay ruoc haəy, khñom kɔɔ kuh chəə-kuh, ñam barɛy.
14. prɔpún khñom, thómmədaa kee ñam sukkəlaa rıı tık-taɛ.
15. kót taɛŋ-taɛ coul-cət niyiey pii-nih pii-nuh, nıw peel yəəŋ kɔmpúŋ ñam baay.

13. When I am finished eating, I light up a match and smoke a cigarette.
14. My wife usually has cocoa or tea.
15. She always likes to talk about this and that while we are eating.

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16. maoŋ prambɛy cıt kɔnlah haəy, khñom coul tıw khnoŋ bɔntup tık mədɔɔŋ tiet, daəmbɛy-nıŋ liaŋ day kəpul mót.
17. maoŋ prambɛy kɔnlah haəy, prɔpún khñom yóoʔ kataap haəy-nıŋ muoʔ aoy khñom.
18. khñom péʔ muoʔ, ruoc haəy khñom thaəp lia prɔpún khñom.
19. khñom cɛñ pii phtéh, ruoc baək laan tıw thvəə kaa.

16. When it gets close to 8:30 I go into the bathroom again to wash my hands and face.
17. At 8:30, my wife gets my briefcase and hat for me.
18. I put on the hat, and then I kiss my wife good-bye.
19. I go out of the house and drive my car to work.

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NEW VOCABULARY: Personal Toilet

1. Verbs

dɛek	to lie down, sleep
lúʔ	to fall asleep
phñé	to wake up, get up
liaŋ	to wash (general)
ŋuut, ŋuut tık	to bathe (Cambodian style), shower
muc, muc tık	to bathe (immerse)
kəpul (kɔmpul) mót	to wipe (the mouth)
lup (lup muk)	to wash (the face)
cuut	to dry
kao	to shave
kɔʔ, kɔʔ sɔʔ	to wash (the hair)
sət, sət sɔʔ	to comb (the hair)
doh, doh thmiñ	to brush (the teeth)
slieʔ	to put on lower garments
péʔ	to put on upper garments
dɔh	to take off (clothes)
kuh	to light, strike
thaəp	to kiss

2. Nouns

krɛɛ	bed
tok (toʔ)	table
khluon	body
day	hands, arms
cəəŋ	feet, legs
muk	face
mót	mouth
tək (tık)	water
səbuu	soap
kəsaɛŋ (kɔnsaɛŋ)	towel
puk mót	beard, mustache
sɔʔ	hair (on head)

kèah (krah)	comb
thmiñ	teeth
cèah (crah)	brush
khao-aaw	clothing
kataap	briefcase
chəkuh (chəə-kuh)	match
barεy	cigarettes

3. Phrases

dεək m lúʔ	to be unable to sleep
phñéʔ pii keeŋ	to get out of bed
lup-liaŋ muk	to wash the face, wipe the face
kəpul mót	to wipe the mouth
liaŋ day	to wash the hands
kao puk mót	to shave the face
kèah sət-sɔʔ	a comb
cèah doh-thmiñ	a toothbrush
dɔh khao-aaw	to take off clothing
thaəp-lia pəpún	to kiss ones wife goodbye
kuh chəkuh	to light a match
ñam barεy	to smoke a cigarette

NOTE: Review of Time Expressions

In the preceding units you have acquired many new vocabulary items and constructions relating to time. Although most of these words and expressions have close counterparts in English, the mutual relationships and class memberships of the Cambodian terms can only be viewed in terms of Cambodian syntax; in other words, to know which of several similar-sounding time expressions to use, you must know something about the position and function of each item, as well as its general meaning.

For this reason, we have tabulated below, under headings related to syntactic function, the principal vocabulary items you have had thus far. Since terms relating to cause and purpose are nearly inseparable from terms relating to time, moreover, some cause-purpose terms are included here as well. The last three syntactic headings (6-8: Numeral Words, Classifiers, and their Phrases) have not been touched upon before in the grammatical notes; these categories will be discussed in later units, but for the time being it is sufficient to recognize that the few words belonging to them differ in syntax from other time-words in the list.

Every drill in this unit deals in one way or another with the concept of time (including cause-purpose). You are advised to study the position-classes and words belonging to them both before and after performing the drills.

1. Noun Expression Introducers (Prepositions and Numeral Words)

mun	before
kraoy	after
tumróm	as soon as, by the time that
tədɔl (tıw dɔl)	until
taŋ pii	since
pii	at (the past time of), when
nıw, nıw peel	at (the time of), when
dɔl	at (the future time of), when
rəviaŋ (róoviaŋ)	while, during
smèap (sɔmrap)	for (the purpose of), in order to
púh (prúh)	because of, because
ról	each, every (followed by classifier), each time
téŋ	all of (followed by number or classifer)

2. Subordinate Clause Introducers (Conjunctions)

mun-n (mun nıŋ)
kraoy pii, luh
luh
tədɔl, tədɔl peel daɛl
taŋ pii, taŋ pii peel daɛl
pii peel daɛl
nıw peel daɛl, kaalnaa
dɔl, dɔl peel daɛl, ŋkaal
nıw peel daɛl, kaalnaa
dmbɛy-nŋ (daambɛy nıŋ)
púh, pii-púh
ról peel daɛl

3. Verb Expression Introducers (Pre-verbal Modifiers and Negatives)

daɛl, m-daɛl	ever, never
thlóp	used to, once did
baan, n-baan	got to, didn't get to
khaan	failed to
mian, khmian	has, has not
təəp-m (təəp nıŋ)	just now
nıw-tə, m-tón	still, not yet
kəpúŋ (kɔmpúŋ)	right now is... ing
kəpúŋ-tə	is about to

niŋ, m (min)	will, won't
kit	is planning to
cɔŋ, m cɔŋ	wants to

4. Main Clause Introducers (Conjunctions)

kaal-pimun	previously
kaal-pidaəm	originally
haəy	then
ruoc haəy	just after that
təəp	just now
thómmədaa	normally, usually
niw peel nuh (nih, niŋ)	at the time (this, that time)
kraoy móo	after that
tɔɔ móo	later on
ñcəŋ, kɔɔ	so, then
baan	by that time
baan-cia, oy-baan	so that

5. Question Words

	Past	General	Future
when	pii ŋkaal	kaalnaa	ŋkaal
what time	pii peelnaa	maoŋ pəmaan	(dɔl) peelnaa
what day	pii thŋay naa	thŋay ɛy	(dɔl) thŋay naa
what month	pii khaɛ naa	khaɛ ɛy	(dɔl) khaɛ naa
what year	pii chnam naa	chnam ɛy	(dɔl) chnam naa
		chnam tii-pəmaan	
how, why	haɛt ɛy (baan-cia) mɛɛ (baan-cia)	mɛc	thəə ɛy

6. Numeral Words

ról	each, every
mə-	one, a per
kəlah (kɔnlah)	half a
téŋ	all of the, even the

7. Classifiers

dɔɔŋ, peel	time, occasion
maoŋ	hour (after numeral)
ŋay, thŋay	day
khaɛ	month
chnam	year

8. Numeral-Classifier Phrases

ról pə̀k (prək)	every morning
ról yup	every evening
mədɔɔŋ	once
məmaoŋ	one hour, per hour
məŋay	a day, per day
məchnam	one year, per year
kəlah maoŋ	half an hour
kəlah chnam	half a year
ról peel	every time
ról khaɛ	every month
téŋ yup	all evening, even in the evening
téŋ khaɛ	all month, a whole month

DRILLS

Drill A. Response

MODEL: Teacher:	ról prık look phñé maoŋ pəmaan? (pmpıl kəlah)	What time do you wake up every morning? (7:30)
Student:	ról prık khñom phñéʔ maoŋ pmpıl kəlah!	I wake up every morning at 7:30.
1.	ról prık look tıw rien maoŋ pəmaan? (pmbɛy)	What time do you go to school every morning? (8)
	ról prık khñom tıw rien maoŋ pmbɛy!	I go to school at 8 every morning.
2.	ról prık look tıw psaa maoŋ pəmaan? (dɔp)	What time do you go to the market every morning? (10)
	ról prık khñom tıw psaa maoŋ dɔp!	I go to the market at 10 every morning?
3.	ról prık look tıw pəsaa baay maoŋ pəmaan? (maoŋ pmbuon kəlah)	What time do you go to eat every morning? (9:30)
	ról prık khñom tıw ñam baay maoŋ pmbuon kəlah!	I go to eat at 9:30 every morning.
4.	ról prık look cɛñ pii phtéh maoŋ pəmaan? (maoŋ pmbɛy kəlah)	What time do you leave the house every morning? (8:30)
	ról prık khñom cɛñ pii phtéh maoŋ pmbɛy kəlah!	I leave the house at 8:30 every morning.

Drill B. Response

MODEL: Teacher:	kraoy phñéʔ pii keeŋ, look thəə ɛy? (baək raadyou)	After getting out of bed, what do you do? (turn on the radio)
Student:	kraoy phñéʔ pii keeŋ, khñom baək raadyou!	After getting out of bed, I turn on the radio.
1.	mun-n tiw rien, look thəə ɛy? (ñam kafɛe)	Before going to study, what do you do? (drink coffee)
	mun-n tiw rien, khñom ñam kafɛe!	Before going to study, I drink coffee.
2.	kraoy cɛñ pii rien, look thəə ɛy? (haək laan tiw phtéh)	After leaving the school, what do you do? (drive home)
	kraoy cɛñ pii rien, khñom baək laan tiw phtéh!	After leaving the school, I drive home.
3.	mun-n tiw phtéh, look thəə ɛy? (tiw tiñ səphiw)	Before going home, what do you do? (go buy books)
	mun-n tiw phtéh, khñom tiw tiñ səphiw!	Before going home, I go buy books.
4.	mun-n cɛñ pii phtéh, look thəə ɛy? (thaəp pəpún khñom)	Before leaving the house, what do you do? (kiss my wife)
	mun-n cɛñ pii phtéh, khñom thaəp pəpún khñom!	Before leaving the house, I kiss my wife.

Drill C. Substitution

1.	luh ŋuut tik ruoc haəy, khñom doh thmiñ.	When I finish taking a bath, I brush my teeth.
2.	luh ñam baay ruoc haəy, khñom doh thmiñ.	When I finish eating, I brush my teeth.
3.	luh ñam baay ruoc haəy, khñom liaŋ day.	When I finish eating, I wash my hands.
4.	luh kao puk mót ruoc haəy, khñom liaŋ day.	When I finish shaving, I wash my hands.
5.	luh kao puk mót ruoc haəy, khñom kɔʔ sɔʔ.	When I finish shaving, I comb my hair.
6.	luh lup-liaŋ muk ruoc haəy, khñom kɔʔ sɔʔ.	When I finish washing my face, I comb my hair.
7.	luh lup-liaŋ muk ruoc haəy, khñom kao puk mót.	When I finish washing my face, I shave.

8. luh ŋuut tık ruoc haəy, khñom kao puk mót.	When I fınısh takıng a bath, I shave.
9. luh ŋuut tık ruoc haəy, khñom doh thmıñ.	When I fınısh takıng a bath, I brush my teeth.

Drıll D. Progressıve Transformatıon

MODEL: Teacher: khñom baək raadyou sdap dmnəŋ. (tıw ptup tık)	I turn on the radıo and lısten to the news. (go to the bathroom)
Student: luh sdap dmnəŋ ruoc haəy, khñom tıw ptup tık.	After I fınısh lıstenıng to the news, I go to the bathroom.
1. khñom tıw ptup tık. (ñam kafɛe)	I go to the bathroom. (drınk coffee)
luh tıw ptup tık ruoc haəy, khñom ñam kafɛe.	After I fınısh goıng to the bathroom, I drınk coffee.
2. khñom ñam dafɛe. (məəl kasaɛt)	I drınk coffee. (read the newspaper)
luh ñam kafɛe ruoc haəy, khñom məəl kasaɛt.	After I fınısh drınkıng coffee, I read the newspaper.
3. khñom məəl kasaɛt. (tıw ŋuut tık)	I read the newspaper. (go take a bath)
luh məəl kasaɛt ruoc haəy, khñom tıw ŋuut tık.	After I fınısh readıng the newspaper, I go take a bath.
4. khñom tıw ŋuut tık. (tıw lup muk)	I go take a bath. (go dry my face)
luh ŋuut tık ruoc haəy, khñom tıw lup muk.	After I fınısh takıng a bath, I go dry my face.
5. khñom tıw lup muk. (tıw doh thmıñ)	I go dry my face. (go brush my teeth)
luh lup muk ruoc haəy, khñom tıw doh thmıñ.	After I fınısh dryıng my face, I go brush my teeth.
6. khñom tıw doh thmıñ. (ñam baay)	I go brush my teeth. (eat)
luh doh thmıñ ruoc haəy, khñom ñam baay.	After I fınısh brushıng my teeth, I eat.

Drill E. Double Substitution

MODEL: Teacher:	tɔɔ móoʔ, khñom kɔ tɨw ptup dɛɛk, dmbɛy-nɨŋ slieʔ péʔ (tɨw phtéh baay, ñam kafɛe)	Later on, I went to the bedroom, in order to get dressed. (went to the restaurant, to drink coffee)
Student:	tɔɔ móoʔ, khñom kɔ tɨw phtéh baay, dmbɛy-nɨŋ ñam kafɛe.	Later on, I went to the restaurant, in order to drink coffee.
1.	tɔɔ móoʔ, khñom kɔ tɨw phtéh baay, dmbɛy-nɨŋ ñam kafɛe. (tɨw salaa, rien khmaɛ)	Later on, I went to the restaurant, in order to drink coffee. (went to school, to study Khmer)
	tɔɔ móoʔ, khñom kɔ tɨw salaa, dmbɛy-nɨŋ rien khmaɛ.	Later on, I went to school, in order to study Khmer.
2.	tɔɔ móoʔ, khñom kɔ tɨw salaa, dmbɛy-nɨŋ rien khmaɛ. (baək raadyou, sdap dmnəŋ)	Later on, I went to school, in order to study Khmer. (turned on the radio, to listen to the news)
	tɔɔ móoʔ, khñom kɔ baək raadyou, dmbɛy-nɨŋ sdap dmnəŋ.	Later on, I turned on the radio, in order to listen to the news.
3.	tɔɔ móoʔ, khñom kɔ baək raadyou, dmbɛy-nɨŋ sdap dmnəŋ. (coul khnɔŋ ptup tɨk, kao puk mót)	Later on, I turned on the radio, in order to listen to the news. (went into the bathroom, to shave)
	tɔɔ móoʔ, khñom kɔ coul khnɔŋ ptup tɨk, dmbɛy-nɨŋ kao puk mót.	Later on, I went into the bathroom, in order to shave.
4.	tɔɔ móoʔ, khñom kɔ coul khnɔŋ ptup tɨk, dmbɛy-nɨŋ kao puk mót. (tɨw phtéh baay, ñam baay)	Later on, I went into the bathroom, in order to shave. (went to the restaurant, to eat)
	tɔɔ móoʔ, khñom kɔ tɨw phtéh baay, dmbɛy-nɨŋ ñam baay.	Later on, I went to the restaurant, in order to eat.

Drill F. Substitution

1.	nɨw nuh, khñom khəəñ pəpún khñom kəpúŋ riep-cɔm baay.	There, I saw my wife preparing a meal.
2.	nɨw nuh, khñom khəəñ koun khñom kəpúŋ riep-cɔm baay.	There, I saw my daughter preparing a meal.
3.	nɨw nuh, khñom khəəñ koun khñom kəpúŋ rien.	There, I saw my daughter studying.

4. nɪw nuh, khñom khəəñ koun khñom kəpúŋ ñam baay.	There, I saw my daughter eating.
5. nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ ñam baay.	There, I saw my wife eating.
6. nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ məəl kasaɛt.	There, I saw my wife reading the newspaper.
7. nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ dam baay.	There, I saw my wife cooking rice.
8. nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ riep-cɔm baay.	There, I saw my wife preparing a meal.

Drill G. Transformation

MODEL: Teacher:	kraoy móoʔ, khñom tɪw phtéh baay. (pəpún, riep-cɔm baay)	After that, I went to the kitchen. (wife, preparing a meal)
Student:	nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ riep-cɔm baay.	There, I saw my wife preparing a meal.

1. kraoy móoʔ, khñom tɪw phtéh baay. (pəpún, rien)	After that, I went to the kitchen. (wife, studying)
nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ rien.	There, I saw my wife studying.
2. kraoy móoʔ, khñom tɪw phtéh baay. (pʔoun, məəl kasaɛt)	After that, I went to the kitchen. (younger brother, reading paper)
nɪw nuh, khñom khəəñ pʔoun khñom kəpúŋ məəl kasaɛt.	There, I saw my younger brother reading the paper.
3. kraoy móoʔ, khñom tɪw phtéh baay. (pəpún, dam baay)	After that, I went to the kitchen. (wife, cooking rice)
nɪw nuh, khñom khəəñ pəpún khñom kəpúŋ dam baay.	There, I saw my wife cooking rice.
4. kraoy móoʔ, khñom tɪw phtéh baay. (koun, ñam baay)	After that, I went to the kitchen. (son, eating)
nɪw nuh, khñom khəəñ koun khñom kəpúŋ ñam baay.	There, I saw my son eating.

5. kraoy móoʔ, khñom tıw phtéh baay. (koun, rien) nıw nuh, khñom khəəñ koun khñom kəpúŋ rien.	After that, I went to the kıtchen. (son, studyıng) There, I saw my son studyıng.
6. kraoy móoʔ, khñom tıw phtéh baay. (pəpún, ñam baay) nıw nuh, khñom khəəñ pəpún khñom kəpúŋ ñam baay.	After that, I went to the kıtchen. (wıfe, eatıng) There, I saw my wıfe eatıng.

Drıll H. Equıvalence

MODEL: Teacher:	khñom sdap dmnəŋ, ruoc haəy khñom tıw ptup tık. (mun nıŋ)	I lıstened to the news, and then I went to the bathroom. (before)
Student:	khñom sdap dmnəŋ mun-n tıw ptup tık.	I lıstened to the news before goıng to the bathroom.

1. khñom tıw ptup tık, ruoc haəy khñom ñam kafɛe. (mun nıŋ) khñom tıw ptup tık mun-n ñam kafɛe.	I went to the bathroom, and then I drank coffee. (before) I went to the bathroom before drınkıng coffee.
2. khñom ñam kafɛe, ruoc haəy khñom məəl kasaɛt. (mun nıŋ) khñom ñam kafɛe mun-n məəl kasaɛt.	I drank coffee, and then I read the newspaper. (before) I drank coffee before readıng the newspaper.
3. khñom məəl kasaɛt, ruoc haəy khñom tıw ŋuut tık. (mun nıŋ) khñom məəl kasaɛt mun-n tıw ŋuut tık.	I read the newspaper, and then I went to take a bath. (before) I read the newspaper before goıng to take a bath.
4. khñom tıw ŋuut tık, ruoc haəy khñom tıw lup muk. (mun nıŋ) khñom tıw ŋuut tık mun-n tıw lup muk.	I went to take a bath, and then I went to dry my face. (before) I went to take a bath before dryıng my face.
5. khñom tıw lup muk, ruoc haəy khñom tıw doh thmiñ. (mun nıŋ) khñom tıw lup muk mun-n tıw doh thmiñ.	I went to dry my face, and then I went to brush my teeth. (before) I went to dry my face before goıng to brush my teeth.
6. khñom tıw doh thmiñ, ruoc haəy khñom tıw ñam baay. (mun nıŋ) khñom tıw doh thmiñ mun-n tıw ñam baay.	I went to brush my teeth, and then I went to eat. (before) I went to brush my teeth before goıng to eat.

Drill I. Equivalence

MODEL: Teacher:	khñom kɔ tıw ptup dɛɛk, dmbɛy-nŋ slieʔ péʔ. (khñom cɔŋ slieʔ péʔ)	Then I went to the bedroom, in order to get dressed. (I wanted to get dressed)
Student:	khñom cɔŋ slieʔ péʔ, ñcəŋ khñom kɔ tıw ptup dɛɛk.	I wanted to get dressed, so I went to the bedroom.
1.	khñom kɔ tıw phtéh baay, dmbɛy-nŋ ñam kafɛɛ. (khñom cɔŋ ñam kafɛɛ)	Then I went to the restaurant, in order to drink coffee. (I wanted to drink coffee)
	khñom cɔŋ ñam kafɛɛ, ñcəŋ khñom kɔ tıw phtéh baay.	I wanted to drink coffee, so I went to the restaurant.
2.	khñom kɔ tıw salaa, dmbɛy-nŋ rien khmaɛ. (khñom cɔŋ rien khmaɛ)	Then I went to school, in order to study Khmer. (I wanted to study Khmer)
	khñom cɔŋ rien khmaɛ, ñcəŋ khñom kɔ tıw salaa.	I wanted to study Khmer, so I went to school.
3.	khñom kɔ tıw baək raadyou, dmbɛy-nŋ sdap dmnəŋ. (khñom cɔŋ sdap dmnəŋ)	Then I went to turn on the radio, in order to listen to the news. (I wanted to listen to the news)
	khñom cɔŋ sdap dmnəŋ, ñcəŋ khñom kɔ tıw baək raadyou.	I wanted to listen to the news, so I went to turn on the radio.
4.	khñom kɔ coul khnoŋ ptup tık, dmbɛy- dmbɛy-nŋ kao puk mót. (khñom cɔŋ kao puk mót)	Then I went into the bathroom, in order to shave. (I wanted to shave)
	khñom cɔŋ kao puk mót, ñcəŋ khñom kɔ coul khnoŋ ptup tık.	I wanted to shave, so I went into the bathroom.

Drill J. Transformation

MODEL: Teacher:	khñom tıw phtéh baay.. nıw nuh khñom khəəñ pəpún khñom kəpúŋ riep-cɔm baay.	I went to the kitchen. There, I saw my wife preparing a meal.
Student:	pəpún khñom kəpúŋ riep-cɔm baay, nıw peel daɛl khñom coul móo.	My wife was preparing a meal at the time I came in.
1.	khñom tıw phtéh baay.. nıw nuh khñom khəəñ pəpún khñom kəpúŋ rien.	I went to the kitchen. There, I saw my wife studying.
	pəpún khñom kəpúŋ rien, nıw peel daɛl khñom coul móo.	My wife was studying at the time I came in.
2.	khñom coul tıw phtéh baay.. nıw nuh khñom khəəñ pəpún khñom kəpúŋ məəl kasaɛt.	I went in to the kitchen. There, I saw my wife reading the paper.
	pəpún khñom kəpúŋ məəl kasaɛt nıw peel daɛl khñom coul móo.	My wife was reading the paper at the time I came in.
3.	khñom tıw phtéh baay.. nıw nuh khñom khəəñ pəpún khñom kəpúŋ dam baay.	I went to the kitchen. There, I saw my wife cooking rice.
	pəpún khñom kəpúŋ dam baay, nıw peel daɛl khñom coul móo.	My wife was cooking rice at the time I came in.
4.	khñom tıw phtéh baay.. nıw nuh khñom khəəñ koun khñom kəpúŋ ñam baay.	I went to the kitchen. There, I saw my son eating.
	koun khñom kəpúŋ ñam baay, nıw peel daɛl khñom coul móo.	My son was eating at the time I came in.
5.	khñom tıw phtéh baay.. nıw nuh khñom khəəñ koun khñom kəpúŋ rien.	I went to the kitchen. There, I saw my son studying.
	koun khñom kəpúŋ rien, nıw peel daɛl khñom coul móo.	My son was studying at the time I came in.
6.	khñom tıw phtéh baay.. nıw nuh khñom khəəñ pəpún khñom kəpúŋ ñam baay.	I went to the kitchen. There, I saw my wife eating.
	pəpún khñom kəpúŋ ñam baay, nıw peel daɛl khñom coul móo.	My wife was eating at the time I came in.

UNIT 31

BASIC DIALOGUE

	Stranger	
1.	som tooh! mian restorɔŋ nɪw cɪt nih! teh?	Excuse me! Is there a restaurant near here?
	Phnompnhoɪs	
2.	baat mian! taɛ mɪn-cə cɪt pəmaan' neh!	Yes there is, but it's not so very near.
	Stranger	
3.	restorɔŋ nuh nɪw tɔ̇ŋ-naa?	Where is the restaurant?
	Phnompenhoɪs	
4.	baat, som look ncəən tɪw tɔ̇ŋ.. dɔl phləəŋ kəhɔɔm bɔt sdam, tɪw taam phləw monivúŋ!	Well, you go straight ahead, and when you get to the red light turn right and go along Monivong Street.
	Stranger	
5.	cəŋaay pəhaɛl pəmaan pii phləw bɔt?	About how far is it from the turn?
	Phnompenhoɪs	
6.	ou, pəhaɛl pii hòoy met'n.	Oh, it's about two hundred meters.
	Stranger	
7.	nɪw cɪt restorɔŋ, mian otaɛl' leh?	Is there a hotel near the restaurant?
	Phnompenhoɪs	
8.	baat, mian otaɛl muoy lʔɔɔ' ah.	Yes, there's a very good hotel.
9.	baə look cɔŋ ñcəəñ tɪw pəsaa baay nɪw kəlaɛŋ nuh, kɔɔ baan' dɛh.	If you want to go eat there, you can.
	Stranger	
10.	yii, khñom khmian luy sɔh!	Say, I don't have any money!
11.	nɪw cɪt nuh, mian bɔŋ' teh? khñom cɔŋ təbaək luy khlah yóo-məcaay!!	Is there a bank near there? I want to go draw out some money to use.

Phnompenhoıs

12. baat, nıw tɔ̀ŋ nıŋ, mian bɔŋ cə̀ən' ah.
Yes, there are lots of banks there.

Stranger

13. bɔŋ naa-muoy nıw cıt ciaŋ kee?
Which bank is the closest?

Phnompenhoıs

14. baat, taam khñom smaan, bɔŋ khmaɛ nıw cıt ciaŋ kee!
Well, I think that the Khmer Bank is the closest.

Stranger

15. coh bə khñom cɔŋ tıw bɔŋ khmaɛ pii otaɛl, khñom tə̀w tıw taam naa?
And if I want to go to the Khmer Bank from the hotel which way do I go?

Phnompenhoıs

16. baat, look tıw tɔ̀ŋ taam phləw monivúŋ pii phləw, haᵊy bɔt chvɛeŋ bɛy phləw!
Well, you go straight along Monivong Street for two blocks, and then turn left for three blocks.

Stranger

17. yii, douc-cia chŋaay' ah.
My goodness, that seems like a long way.

Phnompenhoıs

18. baat, mın-cə chŋaay pəmaan' neh! daə te dop menut, dɔl' əh.
No, it's not so very far. You can walk there in ten minutes.

Stranger

19. ou, ñcəŋ m chŋaay' teh!
Oh, in that case it's not so far.

20. khñom som ɔɔ kun cə̀ən' ah.
Thank you very much.

DIALOGUE FOR COMPREHENSION

1. soum tooh! mian restórɔŋ nıw cıt nih tee?

2. baat, mian. taɛ mın cia cıt ponmaan tee.

3. restorɔŋ nuh nıw trɔŋ naa?

4. baat, soum look əñcəəñ tıw trɔŋ. dɔl phleəŋ krohoom bɔt sdam, tıw taam phləw móoniivúŋ.

5. cɔmŋaay prɔhaɛl ponmaan pii phləw bɔt?
6. ou, prɔhaɛl pii róoy maɛt.
7. nɨw cɨt restorɔŋ, mian outaɛl tee?
8. baat, mian outaɛl muoy lʔɔɔ nah.
9. baə look cɔŋ əñcəəñ tɨw pisaa baay nɨw konlaɛŋ nuh, kɔɔ baan daɛ.
10. yii, khñom khmian luy sɔh!
11. nɨw cɨt nuh, mian bɔŋ tee? khñom cɔŋ tɨw baək luy khlah, yóoʔ móoʔ caay.
12. baat, nɨw trɔŋ nɨŋ, mian bɔŋ craən nah.
13. bɔŋ naa-muoy nɨw cɨt ciaŋ kee?
14. baat, taam khñom smaan, bɔŋ khmaɛ nɨw cɨt ciaŋ kee.
15. coh baə khñom cɔŋ tɨw bɔŋ khmaɛ pii outaɛl, khñom trəw tɨw taam naa?
16. baat, look tɨw trɔŋ taam phləw móoniivúŋ pii phləw, haəy bɔt chvɛəŋ bɛy phləw.
17. yii, douc-cia chŋaay nah!
18. baat, mɨn cia chŋaay ponmaan tee daə taɛ dɔp minut, dol haəy.
19. ou, əñcəŋ mɨn chŋaay tee.
20. khñom soum ɔɔ kun craən nah!

NOTE: Contractions and Grammar

You have now been through ten lessons (21-30) which emphasize the Phnom Penh variety of colloquial speech (described in Transcription Note, Unit 21), with its numerous contractions of the fuller forms of standard Cambodian. The Basic Dialogues and most Drills will continue to be written in this colloquial style, the Dialogues for Comprehension in the standard version.

So far, the contractions you have become familiar with have been mainly in two areas: a) the sentence enclitics, b) the first syllables of two-syllable words. As far as vocabulary items are concerned, there is very little possibility of your being confused by contractions-- e.g. /kəlaɛŋ/ can hardly be associated with any standard vocabulary item other than /konlaɛŋ/. From now on, however, you will increasingly be exposed to cases where a grammatical (rather than a vocabulary) difference is reflected in a sound contrast which may be small and difficult to hear, owing to contractions, although the standard form are quite distinct.

A prime example of this occurs in the present unit. /chŋaay/ 'far' contrasts grammatically with /cəŋaay/ 'distance' (standard /cɔmŋaay/). The first is an adjective and the second a noun; in spite of the similarity in meaning and sound, the two forms never occur in exactly the same syntactic frame.

Examples:	chŋaay' teh?	'Is it far?'
	cəŋaay pəmaan?	'How far is it? (how much distance)?'

More about this special kind of grammatical relationship (between adjectives and the nouns derived from them) will be found in Unit 55.

Other types of grammatical contrast, such as those involving enclitics--e.g. the minute difference in sound between such items as /dεh/ and /teh/ (see Drill K below)-- may be reinforced in quite distant parts of the sentence. This is especially true of the reduced forms of standard /tiw/ 'go' and /móoʔ/ 'come' (see also Note, Unit 26). The following is an example from the present unit:

tə- (tiw)... yóo mə- (móo)

'get something and do something else with it'

khñom cɔŋ təbaək luy khlah yóo məcaay!!

'I want to draw out some money to spend.'

Note that there other, more formal, ways of saying essentially the same thing--e.g. with /dmbεy-nŋ/:

khñom cɔŋ baək luy khlah dmbεy-nŋ tiñ məhoup!

'I want to draw out some money in order to buy food.'

This pattern is repeated many times in Drill E below.

Two items of grammatical importance, standard /tiw/ and /taε/, both have a reduced form /tə/ in colloquial style. It is always necessary, therefore, to listen carefully for clues elsewhere in the sentence to understand or analyze utterances containing /tə/. Consider this example from the present unit:

daə tə mənut dɔl' əh.

'It only takes ten minutes to get there.'

The pattern, standard /taε... dɔl haəy/, reveals that the literal translation of this sentence is something like 'Walk only ten minutes, arrive already (and there you are)' and hence that the /tə/ stands for /taε/. This particular /tə/ cannot stand for /tiw/, because it would then terminate a verb phrase /daə tiw/ 'walk along' and would have to have its full form /tiw/:

daə tiw dɔp mənut dɔl' əh.

'(After) walking along for ten minutes (we) got there.

Therefore /tə/ in the original sentence must stand for /taε/, a prior element in the noun phrase /taε dɔp mənut/. (See also Drill H).

Similarly, the reduced forms of /móoʔ/ 'come' and /min/ 'not,' though not identical, sound very much alike in rapid speech. You cannot be confused if you mishear the distinction /mə/ vs. /m/, however, as long as you listen for clues elsewhere in the sentence.

Examples:	məcuun	'come and give'
	m cuun' teh	'doesn't give'

NEW VOCABULARY: More Place and Proper Names

restorɔŋ, haaŋ baay	restaurant
bɔŋ, thəniakia	bank
faamasii, phtéh lúʔ thnam	pharmacy (drugs and medicines only)
kəlaɛŋ (koŋlaɛŋ) róm	dance hall, place to dance
poh, praɛsneyəthaan	post office
géa, sthaanɛy	station
otaɛl (houtaɛl), sɔnthaakia	hotel
teləfoun	telephone
phləəŋ kəhɔɔm (krɔhɔɔm)	red light, stop-light
...thay saan	Thai San Restaurant
...khmaɛ	The Khmer Bank
...sɔntral	The Central Pharmacy
...kampucia	The Cambodia (a dance hall)
...sɔntral	The Central Post Office
...atiah phləəŋ	railroad station
...róoyal	The Hotel Royale

DRILLS

Drill A. Substitution

1.	som tooh, mian restorɔŋ niw cit niŋ' teh?	Excuse me, is there a restaurant near here?
2.	som tooh, mian bɔŋ niw cit niŋ' teh?	Excuse me, is there a bank near here?
3.	som tooh, mian otaɛl niw cit niŋ' teh?	Excuse me, is there a hotel near here?
4.	som tooh, mian faamasii niw cit niŋ' teh?	Excuse me, is there a drug store near here?
5.	som tooh, mian kəlaɛŋ róm niw cit niŋ' teh?	Excuse me, is there a dance hall near here?
6.	som tooh, mian teləfoun niw cit niŋ' teh?	Excuse me, is there a telephone near here?
7.	som tooh, mian poh niw cit niŋ' teh?	Excuse me, is there a post office near here?
8.	som tooh, mian restorɔŋ niw cit niŋ' teh?	Excuse me, is there a restaurant near here?

Drill B. Substitution

1.	taɛ mɪn-cə cɪt pəmaan' eh!	But ɪt's not so very near.
2.	taɛ mɪn-cə sùol pəmaan' eh!	But ɪt's not so very easy.
3.	taɛ mɪn-cə səbaay pəmaan' eh!	But ɪt's not so very comfortable.
4.	taɛ mɪn-cə thom pəmaan' eh!	But ɪt's not so very bɪg.
5.	taɛ mɪn-cə lʔɔɔ pəmaan' eh!	But ɪt's not so very good.
6.	taɛ mɪn-cə chŋaay pəmaan' eh!	But ɪt's not so very far.
7.	taɛ mɪn-cə thlay pəmaan' eh!	But ɪt's not so very expensɪve.
8.	taɛ mɪn-cə cɪt pəmaan' eh!	But ɪt's not so very near.

Drill C. Double Substitution

1.	nɪw cɪt restorɔŋ mian otaɛl' teh?	Is there a hotel near the restaurant?
2.	nɪw cɪt poh mian faamasii' teh?	Is there a drug store near the post offɪce?
3.	nɪw cɪt géa mian restorɔŋ' teh?	Is there a restaurant near the statɪon?
4.	nɪw cɪt poh mian otaɛl' teh?	Is there a hotel near the post offɪce?
5.	nɪw cɪt otaɛl mian poh' teh?	Is there a post offɪce near the hotel?
6.	nɪw cɪt poh mian restorɔŋ' teh?	Is there a restaurant near the post offɪce?

Drill D. Response

MODEL: Teacher:	nɪw tòŋ nuh mian bɔŋ' teh? (cə̀ən' ah)	Is there a bank there? (lots of them)
Student:	baat, nɪw tòŋ nuh mian bɔŋ cə̀ən' ah.	Yes, there are lots of banks there.
1.	nɪw tòŋ nuh mian otaɛl' teh? (pii-bɛy)	Is there a hotel there? (2 or 3)
	baat, nɪw tòŋ nuh mian otael pii-bɛy!	Yes, there are two or three there.
2.	nɪw tòŋ nuh mian poh' teh? (muoy)	Is there a post offɪce there? (one)
	baat, nɪw tòŋ nuh mian poh muoy!	Yes, there ɪs a post offɪce there.

3.	nıw tɔ̀ŋ nuh mian faamasii' teh? (muoy-pii)	Is there a drugstore there? (one or two)
	baat, nıw tɔ̀ŋ nuh mian faamasii muoy-pii!	Yes, there are one or two drug stores there.
4.	nıw tɔ̀ŋ nuh mian restorɔŋ' teh? (cə̀ən' ah)	Is there a restaurant there? (lots of them)
	baat, nıw tɔ̀ŋ nuh mian restorɔŋ cə̀ən' ah.	Yes, there are lots of restaurants there.
5.	nıw tɔ̀ŋ nuh mian salaa rien' teh? (pii-bɛy)	Is there a school there? (two or three)
	baat, nıw tɔ̀ŋ nuh mian salaa rien pii-bɛy!	Yes, there are two or three schools there.

Drıll E. Substıtutıon

1.	khñom cɔŋ təbaək luy khlah yóo məcaay!	I want to draw out some money to use.
2.	khñom cɔŋ təbaək luy khlah yóo mətiñ səphıw!	I want to draw out some money to buy books wıth.
3.	khñom cɔŋ təbaək luy khlah yóo mətiñ məhoup!	I want to draw out some money to buy food wıth.
4.	khñom cɔŋ təbaək luy khlah yóo məcuun look!	I want to draw out some money to gıve you.
5.	khñom cɔŋ təbaək luy khlah yóo mə-aoy pəpún khñom!	I want to draw out some to gıve my wıfe.
6.	khñom cɔŋ təbaək luy khlah yóo mətiñ ɛyvan!	I want to draw out some money to buy thıngs wıth.
7.	khñom cɔŋ təbaək luy khlah yóo məcaay!	I want to draw out some money to use.

Drıll F. Response

MODEL: Teacher:	boŋ naa-muoy nıw cıt ciaŋ kee? (boŋ khmaɛ)	Whıch bank ıs the closest? (the Khmer Bank)
Student:	baat, taam khñom smaan, boŋ khmaɛ nıw cıt ciaŋ kee?	Well, I thınk that the Khmer Bank ıs the closest.
1.	otaɛl naa-muoy nıw cıt ciaŋ kee? (róoyal)	Whıch hotel ıs the closest? (Royale)
	baat, taam khñom smaan, otaɛl róoyal nıw cıt ciaŋ kee!	Well, I thınk that the Hotel Royale ıs the closest.

2. restorɔŋ naa-muoy nıw cıt ciaŋ kee? (thay-saan)	Whıch restaurant ıs the closest? (Thaı San)
baat, taam khñom smaan, restorɔŋ thay-saan nıw cıt ciaŋ kee!	Well, I thınk that the Thaı San Restaurant ıs the closest.
3. faamasii naa-muoy nıw cıt ciaŋ kee? (sɔntral)	Whıch drug store ıs the closest? (Centrale)
baat, taam khñom smaan, faamasii sɔntral nıw cıt ciaŋ kee!	Well, I thınk that the Pharmacıe Centrale ıs the closest.
4. salaa naa-muoy nıw cıt ciaŋ kee? (sisovat)	Whıch school ıs the closest? (Sısowath)
baat, taam khñom smaan, salaa sisovat nıw cıt ciaŋ kee!	Well, I thınk that the Sısowath School ıs the closest.
5. poh naa-muoy nıw cıt ciaŋ kee? (sɔntral)	Whıch post offıce ıs the closest? Central)
baat, taam khñom smaan, poh sɔntral nıw cıt ciaŋ kee!	Well, I thınk that the Central Post Offıce ıs the closest.

Drıll G. Response

MODEL: Teacher: khñom trəw tıw taam naa? (tıw trɔŋ pii phləw, bɔt chvɛeŋ bɛy phləw)	Whıch way should I go? (go straıght for two blocks, turn left for three blocks)
Student: baat, look tıw trɔŋ pii phləw, haəy bɔt chvɛeŋ bɛy phləw.	Well, you go straıght for two blocks, and then you turn left for three blocks.
1. khñom trəw tıw taam naa? (tıw trɔŋ bɛy phləw, bɔt sdam pii phləw)	Whıch way should I go? (go straıght three blocks, turn rıght two blocks)
baat, look tıw trɔŋ bɛy phləw, haəy bɔt sdam pii phləw.	Well, you go straıght three blocks, and then you turn rıght for two blocks.
2. khñom trəw tıw taam naa? (bɔt sdam məphləw, bɔt chvɛeŋ pii phləw)	Whıch way should I go? (turn rıght one block, turn left two blocks)
baat, look bɔt sdam məphləw, haəy bɔt chvɛeŋ pii phləw.	Well, you turn rıght for one block, and then you turn left for two blocks.
3. khñom trəw tıw taam naa? (bɔt chvɛeŋ məphləw, bɔt sdam bɛy phləw)	Whıch way should I go? (turn left one block, turn rıght three blocks)
baat, look bɔt chvɛeŋ məphləw, haəy bɔt sdam bɛy phləw.	Well, you turn left for one block, and then you turn rıght for three blocks.

4.	khñom trəw tıw taam naa?	Which way should I go?
	(tıw trɔŋ buon phləw, bɔt sdam məphləw)	(go straight four blocks, turn right one block)
	baat, look tıw trɔŋ buon phləw, haəy bɔt sdam məphləw.	Well, you go straight for four blocks, and then you turn right for one block.

Drill H. Multiple Substitution

1.	daə tə dɔp mənut dɔl' əh.	You can walk there in ten minutes.
2.	daə tə pèam mənut dɔl' əh.	You can walk there in five minutes.
3.	cih sikhlou tə pèam mənut dɔl' əh.	You can get there by cyclo in five minutes.
4.	cih sikhlou tə pèam-ndɔp mənut dɔl' əh.	You can get there by cyclo in fifteen minutes.
5.	baək laan tə pèam-ndɔp mənut dɔl' əh.	You can get there by car in fifteen minutes.
6.	baək laan tə dɔp mənut dɔl' əh.	You can get there by car in ten minutes.
7.	daə tə dɔp mənut dɔl' əh.	You can walk there in ten minutes.

Drill I. Response

MODEL:	Teacher:	yii, douc-cia chŋaay' nah.	Say, that seems quite far!
	Student:	baat, mın-cə chŋaay' teh!	No, it's not so far.

1.	yii, douc-cia thlay' ah.	Say, that seems quite expensive!
	baat, mın-cə thlay' teh!	No, it's not so expensive.
2.	yii, douc-cia cıt' ah.	Say, that seems quite close!
	baat, mın-cə cıt' teh!	No, it's not so close.
3.	yii, douc-cia thom' ah.	Say, that seems quite big!
	baat, mın-cə thom' teh!	No, it's not so big.
4.	yii, douc-cia lʔɔɔ' ah.	Say, that seems quite good!
	baat, mın-cə lʔɔɔ' teh!	No, it's not so good.
5.	yii, douc-cia sùol' ah.	Say, that seems quite easy!
	baat, mın-cə sùol' teh!	No, it's not so easy.
6.	yii, douc-cia səbaay' ah.	Say, that seems quite comfortable!
	baat, mın-cə səbaay' teh!	No, it's not so comfortable.

Drill J. Multiple Substitution

1.	cəŋaay pəhaɛl pəmaan pii phləw bɔt?	About how far is it from the place you turn?
2.	cəŋaay pəhaɛl pəmaan pii phləw yuʔkanthóoʔ.	About how far is it from Yukanthor Street?
3.	cəŋaay pəhaɛl məróoy maɛt pii phləw yuʔkanthóo.	It's about 100 meters from Yukanthor Street.
4.	cəŋaay pəhaɛl məróoy maɛt pii phləw monivúŋ.	It's about 100 meters from Monivong Street.
5.	cəŋaay pəhaɛl pii róoy maɛt pii phləw monivúŋ.	It's about 200 meters from Monivong Street.
6.	cəŋaay pəhaɛl pii róoy maɛt pii phləw bɔt.	It's about 200 meters from the place you turn.
7.	cəŋaay pəhaɛl pəmaan pii phləw bɔt?	About how far is it from the place you turn?

Drill K. Response

MODEL:	Teacher:	nıw cıt restorɔŋ mian otaɛl' teh? (pəsaa baay)	Is there a hotel near the restaurant? (eat meals)
	Student:	baat, mian! baə look cɔŋ ñcəəñ tıw pəsaa baay nıw kəlaɛŋ nuh, kɔ baan' dɛh.	Yes, there is. If you want to go there to eat meals, you can.

1.	nıw cıt otaɛl mian poh' teh? (phñaə səbot)	Is there a post office near the hotel? (mail a letter)
	baat, mian! baə look cɔŋ ñcəəñ tıw phñaə səbot nıw kəlaɛŋ nuh, kɔ baan' dɛh.	Yes, there is. If you want to go there to mail a letter, you can.
2.	nıw cıt otaɛl mian bɔŋ' teh? (baək luy)	Is there a bank near the hotel? (draw out money)
	baat, mian! baə look cɔŋ ñcəəñ tıw baək luy nıw kəlaɛŋ nuh, kɔ baan' dɛh.	Yes, there is. If you want to go there and draw out money, you can.

3. nɪw cɪt otaɛl mian kəlaɛŋ róm' teh? (róm)	Is there a dance hall near the hotel? (dance)
baat, mian! baə look cɔŋ ñcəəñ tɪw róm nɪw kəlaɛŋ nuh, kɔ baan' dɛh.	Yes, there is. If you want to go there to dance, you can.
4. nɪw cɪt otaɛl mian faamasii' teh? (tiñ thnam)	Is there a drug store near the hotel? (buy medicine)
baat, mian! baə look cɔŋ ñcəəñ tɪw tiñ thnam nɪw kəlaɛŋ nuh, kɔ baan' dɛh!	Yes, there is. If you want to go there to buy medicine, you can.

UNIT 32

BASIC DIALOGUE

Stranger	
1. som tooh, som pèap phləw khñom tɪw poh məphlɛɛt, baan' eh?	Excuse me, can you tell me the way to get to the post office, please?
Phnompenhoɪs	
2. baat, mian ɛy? phləw tɪw poh sùol' eh! look daə' kɔ baan,, cih sikhlou' kɔ baan.	Sure! It's easy to get to the Post Office. You can walk there or you can take a cyclo.
Stranger	
3. baə khñom tɪw daə, khñom tɪw taam naa?	If I walk there, which way do I go?
Phnompenhoɪs	
4. baat, pii nɪŋ tɪw, mɪn pəbaaʔ' teh!	Well, going from here, it's not hard.
5. look daə tɪw cəəŋ tòɔŋ taam phləw nərodɔm!	You walk straight north along Norodom Street.
6. tədɔl vót phnum, bɔt-tə khaaŋ kaət pii phləw, dɔl' əh.	When you get to Wat Phnom, you turn east for two blocks and there you are.
Stranger	
7. khñom cɔŋ vay telegraam ntɛc khñom tɪw inaa' tɪh?	I want to send a telegram, too. Where do I go?
Phnompenhoɪs	
8. ou, sùol' əh.. look tɪw poh sèap'm.	Oh, that's easy. You go to the Post Office.
9. dɔl look tədɔl poh, suo kee' tɪh.. kee pèap' əh.	When you get to the Post Office, just ask them.
Stranger	
10. poh, kee bət maoŋ pəmaan?	What time do they close the Post Office?
Phnompenhoɪs	
11. baat, nɪw kəlaɛŋ nuh, kee baək tól phlɪɪ!	Well, here they stay open all night.

Stranger	
12. khñom lıı kee thaa, nıw muk poh mian otaɛl muoy, mɛɛn' eh?	I have heard it said that in front of the Post Office there is a hotel, is that right?
Phnompenhois	
13. baat, mian mɛɛn! otaɛl nuh touc' tee, taɛ-pəntə sˀaat kuosom!	Yes, there certainly is. That hotel is small, but it's quite nice.
14. chmúh otaɛl dəlaa poost!	It's called the Hotel de la Poste.
Stranger	
15. nıw cıt otaɛl' nıŋ, mian kəlaɛŋ daə ləəŋ kmsaan' teh?	Near the hotel is there anyplace to go for a stroll?
Phnompenhois	
16. baat, look aac tıw daə leeŋ nıw vót phnum.	Yes, you can go for a stroll at Wat Phnom.
17. rıı tıw kulaɛŋ róm muoy chmúh kampucia, nıw túl muk géa.	Or you can go to a dance hall called the Cambodia, which is opposite the station.
Stranger	
18. coh bə khñom coŋ tətiñ ɛyvan ntɛc-ntuoc, khñom tıw inaa' tıw?	And if I want to do a little shopping, where should I go?
Phnompenhois	
19. baat, nıw inıŋ mian kəlaɛŋ lúˀ ɛyvan cèən' ah.	Well, around there there are lots of places that sell goods.
20. cia pisɛh, nıw taam ruy ouyee!	Especially along the Rue Ohier.
Stranger	
21. chŋaay' teh?	Is it far?
Phnompenhois	
22. tee, m chŋaay' teh! ceñ pii otaɛl dəlaa poh, bɔt-te thbouŋ pii phləw, dɔl' əh.	No, it's not far. Coming out of the Hotel de la Poste, you turn south for two blocks and there you are.
Stranger	
23. ou, sùol' əh, ñcəŋ. khñom som ɔɔ kun cèən' ah.	Oh, that's quite easy. Thanks very much.
Phnompenhois	
24. mian ɛy? bə mian kaa ɛy tıet, som suo khñom' moh.	You're welcome. If there is anything else I can do for you please ask me.

DIALOGUE FOR COMPREHENSION

1. soum tooh, soum prap phləw khñom tɪw poh məphlɛɛt, baan tee?

2. baat, mian ɛy? phləw tɪw poh sroul tee. look daə kɔɔ baan,, cih sikhlou kɔɔ baan.

3. baə khñom tɪw daə, khñom tɪw taam naa?

4. baat, pii nɪŋ tɪw, mɪn pibaaʔ tee.

5. look daə tɪw cəəŋ trɔŋ taam phləw noróodɔm.

6. tɪw dɔl vót phnum, bɔt tɪw khaaŋ kaət pii phləw, dɔl haəy.

7. khñom cɔŋ vay telegraam bɔntɛc phɔɔŋ. khñom tɪw aɛnaa tɪw?

8. ou, sruol haəy. look tɪw poh srap.

9. dɔl look tɪw dɔl poh, suo kee tɪw, kee prap haəy.

10. poh, kee bət maoŋ pɔnmaan?

11. baat, nɪw kɔnlaɛŋ nuh, kee baək tól phlɪɪ.

12. khñom lɪɪ kee thaa, nɪw muk poh mian outaɛl muoy, mɛɛn tee?

13. baat, mian mɛɛn. outaɛl nuh touc tee, taɛ-pontaɛ sʔaat kuo-sɔm.

14. chmúh outaɛl dəlaa poost.

15. nɪw cɪt outaɛl nɪŋ, mian kɔnlaɛŋ daə leeŋ kɔmsaan tee?

16. baat, look aac tɪw daə leeŋ nɪw vót phnum.

17. rɪɪ tɪw kɔnlaɛŋ róm muoy chmúh kampuucia, nɪw túl muk gaa.

18. coh baə khñom cɔŋ tɪw tiñ ey-van bɔntɛc-bɔntuoc, khñom tɪw aɛnaa tɪw?

19. baat, nɪw aɛnəŋ mian kɔnlaɛŋ lúʔ ɛy-van craən nah.

20. cia piisɛh, nɪw taam ruy ouyee.

21. chŋaay tee?

22. tee, mɪn chŋaay tee. cɛñ pii outaɛl dəlaa poost, bɔt tɪw thbouŋ pii phləw, dɔl haəy.

23. ou, sruol haəy, əñcəŋ. khñom
soum ɔɔ kun craən nah.

24. mian ɛy? baə mian kaa ɛy
tiet, soum suo khñom móoʔ.

NOTE: Conjunctions

1. A special, rather limited class of words in Cambodian serves approximately the same function as English conjunctions: introducing whole clauses, either main clauses or subordinate clauses. It is useful to exclude from consideration here, in Cambodian as in English, a class of exclamations and response-words (e.g. baat, tee, ou, yii), which are typically set off from their clauses by an intonation contour of their own (usually represented by a comma in our text).

Cambodian conjunctions can be classified on the basis of whether the clauses they introduce are 'movable' or not. In general, clauses introduced by subordinating conjunctions (like English 'if, since, although, after') can be placed either before or after a main clause with which they are associated:

(24) baə look mian kaa ɛy tiet, som suo khñom' moh.
'If you have any other business, please ask me.'

som suo khñom' moh, baə look mian kaa ɛy tiet.
'Please ask me, if you have any other business.'

Clauses introduced by coordinating conjunctions, on the other hand (like English 'or, for, but, and') cannot be so moved:

(16) look aac tiw leeŋ vót phnum, rii tiw kəlaɛŋ róm kampucia.
'You might go see Wat Phnom, or go to the Cambodia Dance Hall.'

*/rii tiw kəlaɛŋ róm kampucia, look aac tiw leeŋ vót phnum/ is meaningless.

2. The most common coordinating conjunctions are the following:

haəy	then, and, and then	thaa	as follows (quote)
rii	or, otherwise	ñcəŋ	so
taɛ, pntaɛ (pontaɛ), taɛ-pəntə	but (see Drill H)	coh	and, on the other hand

(For other, more complex coordinating conjunctions, se New Vocabulary, Unit 10, and Note, Unit 30)

Note that many of these items have homonyms which are not conjunctions:

/haəy/, /rii/ and /coh/ also occur as sentence enclitics (corresponding to colloquial /əh, ih, coh/).

/haəy/ and /ñcəŋ/ are also post-verbal modifiers.

/thaa/ is also a verb meaning 'to say' (see Basic Sentence 12 and Drills G and H).

/taɛ/ also introduces noun expressions and means 'only.'

The class of subordinating conjunctions is very much larger. Here are some of the most common members:

bə (baə)	if	mun-n (mun-nıŋ)	before
dɔl	when (future)	luh	after, right after
púh (prúh, pii-prúh)	because	baan	by that time
taŋ-pii	since the time that		

(For other subordinating conjunctions, se Note, Unit 30)

Note that the members of both classes of conjunction exclude each other internally-- i.e. you don't get /taɛ/ and /rıı/ in the same clause, or /bə/ and /dɔl/ in the same clause. A clause may begin with one conjunction of each class, however, and in such cases the coordinator comes first:

(18) coh bə khñom cɔŋ tiñ ɛyvan ṇtɛc-ntuoc, khñom tıw inaa' tıh?
'And if I want to buy a few things, where should I go?

3. Finally, you should be aware that a number of concepts handled by simple conjunctions in English are handled quite differently in Cambodian.

a) Conjunction in English, none in Cambodian:

(22) cɛñ pii otaɛl dəlaa poh, bɔt tıw thbouŋ pii phləw, dɔl' əh.
(When) you come out of the Hotel de la Poste, turn south two blocks (and) there you are.
(More examples in Drills B, D, and J)

b) Conjunction in Ebglish, discontinuous construction in Cambodian.

(2) look daə' kɔ baan,, cih sikhlou' kɔ baan!
'You can walk, (or) you can take a cyclo.'
(More examples in Drill C)

4. One related item, /daɛl/ 'which, where, who, that,' does not satisfy the definition of conjunction (because it is always syntactically a part of the clause in which it occurs, and does not merely link it to another clause) but has some similarities with conjunctions. Normally, /daɛl/ functions like its English counterparts in substituting for a noun expression in a preceding clause:

nih cia səphıw muoy, daɛl khñom tiñ pii məsəl mɛñ.
'This is a book that I bought yesterday.

Another important use of /daɛl/ is in a more complex construction which actually begins with /haəy/ in the clause preceding:

kəlaɛŋ nuh haəy, daɛl kee vay teləgraam.
'That's the place where they send telegrams.

Many more examples of this construction will be found in Drill E.

NEW VOCABULARY: Compass Directions and Streets

cəəŋ	north	phləw	street (general), block
kaət	east	phləw monivúŋ	Monivong Street
thbouŋ	south	buuləvaa	boulevard
lɛc	west	buuləvaa nəróodɔm	Norodom Boulevard
tıw tòɔŋ (trɔŋ)	go straight	ruy	street (small)
bɔt	turn	ruy ouyee	Ohier Street
bɔt-tə (bɔt tıw)	turn toward	cruŋ phləw	street corner
bɔt-tə sdam	turn right	thnɔl	road, highway
bɔt-tə chvɛeŋ	turn left	spıan	bridge
bɔt-tə cəəŋ	turn north		

DRILLS

Drill A. Substitution

1.	som tooh, som pèap phləw khñom tıw géa atiah-phləəŋ məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the railroad station?
2.	som tooh, som pèap phləw khñom tıw poh məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the Post Office?
3.	som tooh, som pèap phləw khñom tıw otaɛl róoyal məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the Hotel Royale?
4.	som tooh, som pèap phləw khñom tıw faamasii sɔntral məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the Pharmacie Centrale?
5.	som tooh, som pèap phləw khñom tıw restorɔŋ thay-saan məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the Thai San Restaurant?
6.	som tooh, som pèap phləw khñom tıw vial kpál-hɔh məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the airport?
7.	som tooh, som pèap phləw khñom tıw otaɛl ɛnténasyonal məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to the International Hotel?
8.	soom tooh, som pèap phləw khñom tıw vót phnum məphlɛɛt, baan' teh?	Excuse me, could you please tell me the way to get to Wat Phnom?

Drill B. Response

MODEL: Teacher:	som pèap phləw khñom tıw poh məphlɛɛt, baan' teh? (tıw troŋ, sdam bɛy phləw)	Could you please tell me the way to get to the Post Office? (go straight, turn right three blocks)
Student:	baat, mian ɛy? look tıw troŋ, bɔt sdam bɛy phləw, dɔl' əh.	Sure! You go straight, turn right three blocks, and there you are.
1.	som pèap phləw khñom tıw géa atiah-phləəŋ məphlɛɛt, baan' teh? (bɔt chvɛeŋ pii phləw, bɔt sdam pèam phləw)	Could you please tell me the way to get to the railroad station? (turn left two blocks, turn right five blocks)
	baat, mian ɛy? look bɔt chvɛeŋ pii phləw, bɔt sdam pèam phləw, dɔl' əh.	Sure! You turn left two blocks, turn right five blocks and there you are.
2.	som pèap phləw khñom tıw otaɛl róoyal məphlɛɛt, baan' teh? (tıw trɔŋ taam phləw monivúŋ, bɔt sdam məphləw)	Could you please tell me the way to get to the Hotel Royale? (go straight along Monivong Street, turn right one block)
	baat, mian ɛy? look tıw trɔŋ taam phləw monivúŋ, bɔt sdam məphləw, dɔl' əh.	Sure! You go straight along Monivong Street and you turn right one block and there you are.
3.	som pèap phləw khñom tıw faamasii sɔntral məphlɛɛt, baan' teh? (tıw drɔŋ dɔl buuləvaa nərodɔm, bɔt chvɛeɔ ntɛc)	Could you please tell me the way to get to the Pharmacie Centrale? (Go straight along Norodom Boulevard, turn left a little)
	baat, mian ɛy? look tıw trɔŋ dɔl buuləvaa nərodɔm, bɔt chvɛeŋ ntɛc, dɔl' əh.	Sure! You go straight along Norodom Boulevard, turn left a little and there you are.
4.	som pèap phləw khñom tıw vial kpal-hɔh məphlɛɛt, baan' teh? (tıw trɔŋ pəhaɛl pmbuon kəlou, baə kheəñ vial thom muoy)	Could you please tell me the way to the airport? (go straight about five kilometers, when you see a big field)
	baat, mian ɛy? look tıw trɔŋ pəhaɛl pmbuon kəlou.. baə kheəñ vial thom muoy, dɔl' əh.	Sure! You go straight for about five kilometers, and when you see a big field there you are.

Drill C. Response

MODEL: Teacher: tıw poh, tıw taam ɛy' sùol? (daə, cih sikhlou)	What's the best way to get to the Post Office? (walk, ride a cyclo)
Student: look daə' kɔ baan,, cih sikhlou' kɔ baan.	You can walk, or you can ride a cyclo.
1. tıw pèy-ŋkóo, tıw taam ɛy' sùol? (baək laan, cih kpal hɔh)	What's the best way to get to Saigon? (drive a car, ride a plane.
look baək laan' kɔ baan,, cih kpal hɔh' kɔ baan.	You can drive a car, or you can ride a plane.
2. tıw baŋkɔɔʔ, tıw taam ɛy' sùol? (cih kpal hɔh, cih atiah phləəŋ)	What's the best way to get to Bangkok? (ride a plane, ride the train)
look cih kpal hɔh' kɔ baan,, cih atiah phləəŋ' kɔ baan.	You can ride a plane, or you can ride the train.
3. tıw ŋkóo bót, tıw taam ɛy' sùol? (cih laan chnuol, baək laan look tıw)	What's the best way to get to Angkor Wat? (ride a bus, drive your car there)
look cih laan chnuol' kɔ baan,, baək laan look tıw' kɔ baan.	You can ride a bus, or you can drive your car there.
4. tıw cùoy cŋvaa, tıw taam ɛy' sùol? (cih sikhlou, cih kpal)	What the best way to get to Chruoy Changvar? (ride a cyclo, take the boat)
look cih sikhlou' kɔ baan,, cih kpal' kɔ baan.	You can ride a cyclo, or you can take the boat.
5. tıw géa atiah-phləəŋ, tıw taam ɛ́y' sùol? (daə, cih sikhlou)	What the best way to get to the railroad station? (walk, ride a cyclo)
look daə' kɔ baan,, cih sikhlou' kɔ baan.	You can walk, or you can ride a cyclo.

Drill D. Substitution

1. tiw dəl vót phnum, bət-tə kaət pii phləw, dəl' əh.
When you get to Wat Phnom, turn east for two blocks and there you are.

2. tiw dəl vót phnum, bət-tə thbouŋ pii phləw, dəl' əh.
When you get to Wat Phnom, turn south for two blocks and there you are.

3. tiw dəl vót phnum, bət-tə lɛc pii phləw, dəl' əh.
When you get to Wat Phnom, turn west for two blocks and there you are.

4. tiw dəl vót phnum, bət-tə cəəŋ pii phləw, dəl' əh.
When you get to Wat Phnom, turn north for two blocks and there you are.

5. tiw dəl vót phnum, bət-tə sdam pii phləw, dəl' əh.
When you get to Wat Phnom, turn right for two blocks and there you are.

6. tiw dəl vót phnum, bət-tə chvɛeŋ pii phləw, dəl' əh.
When you get to Wat Phnom, turn left for two blocks and there you are.

7. tiw dəl vót phnum, tiw tòəŋ pii phləw, dəl' əh.
When you get to Wat Phnom, go straight for two blocks and there you are.

8. tiw dəl vót phnum, bət-tə kaət pii phləw, dəl' əh.
When you get to Wat Phnom, turn east for two blocks and there you are.

Drill E. Response

MODEL: Teacher: khñom cəŋ vay telegraam ntɛc phooŋ. khñom tiw inaa' tih? (poh)
I want to send a telegram, too. Where shall I go? (Post Office)

Student: ou, sùol' əh. look tiw poh sèap'm.. kəlaɛŋ nuh haəy, daɛl kee vay telegraam.
Oh, that's easy. You just go to the Post Office--that's where they send telegrams.

1. khñom cəŋ telefoun ntɛc phooŋ. khñom tiw inaa' tih? (poh)
I want to telephone, too. Where shall I go? (Post Office)

ou, sùol' əh. look tiw poh sèap'm.. kəlaɛŋ nuh haəy, daɛl kee telefoun.
Oh, that's easy. You just go to the Post Office--that's where you telephone from.

2. khñom cɔŋ tiñ səphɪw phɔɔŋ. khñom tɪw inaa' tɪhʔ (phləw monivúŋ, kee lúʔ)	I want to buy books, too. Where shall I go? (Monivong Street, they sell)
ou, su̇ol' əh. look tɪw phləw monivúŋ sėap'm.. kəlaɛŋ nuh haəy, daɛl kee lúʔ səphɪw.	Oh, that's easy. You just go to Monivong Street--that's where they sell books.
3. khñom cɔŋ baək luy phɔɔŋ. khñom tɪw inaa' tɪhʔ (bɔŋ)	I want to draw out money, too. Where shall I go? (bank)
ou, su̇ol əh. look tɪw bɔŋ sėap'm.. kəlaɛŋ nuh haəy, daɛl kee baək luy.	Oh, that's easy. You just go to the bank--that's where you draw out money.
4. khñom cɔŋ thəə visaa phɔɔŋ khñom tɪw inaa' tɪwʔ (ambasaat)	I want to get a visa, too. Where shall I go? (embassy)
ou, su̇ol' əh. look tɪw ambasaat sėap'm.. kəlaɛŋ nuh haəy, daɛl kee thəə visaa.	Oh, that's easy. You just go to the embassy--that's where they issue visas.
5. khñom cɔŋ róm phɔɔŋ. khñom tɪw inaa' tɪhʔ (otaɛl róoyal)	I want to dance, too. Where shall I go? (Hotel Royale)
ou, su̇ol' əh. look tɪw otaɛl róoyal sėap'm.. kəlaɛŋ nuh haəy, daɛl kee róm.	Oh, that's easy. You just go to the Hotel Royale--that's where they dance.
6. khñom cɔŋ tiñ thnam phɔɔŋ. khñom tɪw inaa' tɪhʔ (faamasii, kee lúʔ)	I want to buy medicine, too. Where shall I go? (drug store, they sell)
ou, su̇ol' əh. look tɪw faamasii sėap'm.. kəlaɛŋ nuh haəy, daɛl kee lúʔ thnam.	Oh, that's easy. You just go to the drug store--that's where they sell medicine.

Drill F. Response

MODEL: Teacher:	poh, kee bət maoŋ pəmaanʔ (baək tól phlɪɪ)	What time does the Post Office close? (It's open all night)
Student:	baat, nɪw kəlaɛŋ nuh, kee baək tól phlɪɪ.	Well, that place is open all night.
1.	faamasii səntral, kee bət maoŋ pəmaanʔ (maoŋ pmpɪl yup)	What tiem does the Central Pharmaccy close? (7 p.m.)
	baat, nɪw kəlaɛŋ nuh, kee bət maoŋ pmpɪl yup.	Well, that place closes at 7 p.m.

2.	bɔŋ, kee baək maoŋ pəmaan? (maoŋ pmbuon pə̀k)	What time does the bank open? (9 a.m.)
	baat, nıw kəlaɛŋ nuh, kee baək maoŋ pmbuon pə̀k.	Well, that place opens at 9 a.m.
3.	ambasaat, kee bət maoŋ pəmaan? (maoŋ pèam ləŋiec)	What time does the embassy close? (5 p.m.)
	baat, nıw kəlaɛŋ nuh, kee bət maoŋ pèam ləŋiec.	Well, that place closes at 5 p.m.
4.	restorɔŋ laa-tavén, kee baək maoŋ pəmaan? (maoŋ mə'ndɔp pə̀k)	What time does the La Taverne Restaurant open? (11 a.m.)
	baat, nıw kəlaɛŋ nuh, kee baək maoŋ mə'ndɔp pə̀k.	Well, that place opens at 11 a.m.
5.	géa atiah-phləəŋ, kee bət maoŋ pəmaan? (baək tól phlıı)	What time does the railroad station close? (it's open all night)
	baat, nıw kəlaɛŋ nuh, kee baək tól phlıı.	Well, that place is open all night.

Drill G. Transformation

MODEL:	Teacher:	nıw muk poh mian outaɛl muoy! (khñom lıı)	In front of the post office there's a hotel. (I've heard)
	Student:	khñom lıı kee thaa, nıw muk poh mian outaɛl muoy!	I've heard that there is a hotel in front of the post office.

1.	nıw cıt géa mian restorɔŋ muoy! (khñom suo)	Near the station is a restaurant. (I ask)
	khñom suo kee thaa, nıw cıt géa mian restorɔŋ muoy!	I ask them whether there is a restaurant near the station.
2.	nıw khaaŋ thbouŋ outaɛl mian faamasii muoy! (khñom dəŋ)	To the south of the hotel, there is a drug store. (I know)
	khñom dəŋ thaa, nıw khaaŋ thbouŋ outaɛl mian faamasii muoy!	I know that there is a drug store to the south of the hotel.
3.	nıw khaaŋ kaət vial kpal-hɔh mian outaɛl muoy! (khñom lıı)	To the east of the airport there is a hotel. (I've heard)
	khñom lıı kee thaa nıw khaaŋ kaət vial kpal-hɔh mian outaɛl muoy.	I've heard that there is a hotel to the east of the airport.

4.	nɨw kòoy véŋ mian vót muoy! (kee pèap khñom)	Behind the palace there's a temple. (They've told me)
	kee pèap khñom thaa, nɨw kòoy véŋ mian vót muoy!	They told me that there was a temple behind the palace.
5.	nɨw túl muk géa mian kəlaɛŋ róm muoy! (look pèap khñom)	Opposite the station there's a dance hall. (You told me)
	look pèap khñom thaa, nɨw túl muk géa mian kəlaɛŋ róm muoy!	You told me that there was a dance hall opposite the station.

Drill H. Response

MODEL: Teacher:	khñom lɨɨ kee thaa, nɨw muk poh mian outaɛl muoy, mɛɛn' eh? (touc, (touc, sʔaat)	I've heard that there is a hotel in front of the post office, is that right? (small, nice)
Student:	baat, mian mɛɛn! outaɛl nuh touc' tee, taɛ-pəntə sʔaat kuo-səm!	Yes, there certainly is. That hotel is small, but it's quite nice.
1.	khñom lɨɨ kee thaa, nɨw cɨt géa mian restorɔŋ muoy, mɛɛn' eh? (thlay nah, məhoup chŋañ)	I've heard that there is a restaurant near the station, is that right? (very expensive, food is delicious)
	baat, mian mɛɛn! restorɔŋ muh thlay nah, taɛ-pəntə məhoup chŋañ kuo-səm!	Yes, there certainly is. That hotel is expensive, but the food is quite delicious.
2.	khñom lɨɨ kee thaa, nɨw khaaŋ thbouŋ outaɛl mian faamasii muoy, mɛɛn' eh? (touc, thaok)	I've heard that there is a drug store to the south of the hotel, is that right? (small, cheap)
	baat, mian mɛɛn! faamasii nuh touc' tee, taɛ-pəntə thaok kuo-səm!	Yes, there certainly is. That drug store is small, but quite cheap.
3.	khñom lɨɨ kee thaa, nɨw khaaŋ kaət vial kpal-həh mian outaɛl muoy, mɛɛn' eh? (thlay nah, sʔaat)	I've heard that there is a hotel to the east of the airport, is that right? (very expensive, nice)
	baat, mian mɛɛn! outaɛl nuh thlay nah, taɛ-pəntə sʔaat kuo-səm!	Yes, there certainly is. That hotel is very expensive, but quite nice.
4.	khñom lɨɨ kee thaa, nɨw kòoy véŋ mian vót muoy, mɛɛn' eh? (touc, lʔɔɔ)	I've heard that there is a temple behind the palace, is that right? (small, good)
	baat, mian mɛɛn! vót nuh touc' tee, taɛ-pəntə lʔɔɔ kuo-səm!	Yes, there certainly is. That temple is small, but it's quite a good one.

5.	khñom lıı kee thaa, nıw túl muk géa mian kəlaɛŋ róm muoy, mɛɛn' eh? (m-səw sʔaat, thaok)	I've heard that there is a dance hall opposite the station, is that right? (not very nice, cheap)
	baat, mian mɛɛn! kəlaɛŋ róm nuh m-səw sʔaat' tee, taɛ-pəntə thaok kuo-sɔm!	Yes, there certainly is. That dance hall is not very nice, but it's quite cheap.

Drill I. Multiple Substitution

1.	nıw-inıŋ mian kəlaɛŋ lúʔ ɛyvan cə̀ən' ah.	Around there, there are lots of places that sell things.
2.	nıw taam ruy ouyee mian kəlaɛŋ lú ɛyvan cə̀ən' ah.	Along Rue Ohier, there are lots of places that sell things.
3.	nıw taam ruy ouyee mian kəlaɛŋ lúʔ dɔɔŋ pakaa cə̀ən' ah.	Along Rue Ohier, there are lots of places that sell pens.
4.	nıw taam buuləvaa nərodɔm mian kəlaɛŋ lúʔ dɔɔŋ pakaa cə̀ən' ah.	Along Norodom Boulevard, there are lots of places that sell pens.
5.	nıw taam buuləvaa nərodɔm mian kəlaɛŋ lúʔ səphıw cə̀ən' ah.	Along Norodom Boulevard, there are lots of places that sell books.
6.	nıw cıt poh mian kəlaɛŋ lúʔ səphıw cə̀ən' ah.	Near the post office there are lots of places that sell books.
7.	nıw cıt poh mian kəlaɛŋ lúʔ ɛyvan cə̀ən' ah.	Near the post office there are lots of places that sell things.
8.	nıw-inıŋ mian kəlaɛŋ lúʔ ɛyvan cə̀ən' ah.	Around there, there are lots of places that sell things.

Drill J. Response

MODEL:	Teacher:	chŋaay' teh? (otaɛl dəlaa poh, thbouŋ, pii phləw)	Is it far? (Hotel de la Poste, south, two blocks)
	Student:	tee, m chŋaay' teh! cɛñ pii otaɛl dəlaa poh, bɔt-tə thbouŋ pii phləw, dɔl' əh.	No, it's not far. Coming out of the Hotel de la Poste, turn south two blocks and there you are.

1.	chŋaay' teh? (géa, kaət, bɛy phləw)	Is it far? (station, east, three blocks)
	tee, m chŋaay' teh! cɛñ pii géa, bɔt-tə kaət bɛy phləw, dɔl' əh.	No, it's not far. Coming out of the station, turn east three blocks and there you are.

2. chŋaay' teh? (ambasaat, lɛc, məphləw)	Is it far? (embassy, west, one block)
tee, m chŋaay' teh! cɛñ pii ambasaat, bɔt-tə lɛc məphləw, dɔl' əh.	No, it's not far. Coming out of the embassy, turn west one block and there you are.
3. chŋaay' teh? (restorɔŋ, cəəŋ, pii phləw)	Is it far? (restaurant, north, two blocks)
tee, m chŋaay' teh! cɛñ pii restorɔŋ, bɔt-tə cəən pii phləw, dɔl' əh.	No, it's not far. Coming out of the restaurant, turn north two blocks and there you are.
4. chŋaay' teh? (kəlaɛŋ róm, sdam, məphləw)	Is it far? (dance hall, right, one block)
tee, m chŋaay' teh! cɛñ pii kəlaɛŋ róm, bɔt-tə sdam məphləw, dɔl' əh.	No, it's not far. Coming out of the dance hall turn right one block and there you are.

UNIT 33

BASIC DIALOGUE

	Sarın	
1. mɛc, look pool! kıt tıw naa ntɛc' ıh?		Well, Paul! Do you feel lıke goıng anywhere?
	Paul	
2. mian ɛy? cɔŋ tıw naa, sėac-tə ləə look' eh!		Sure! Wherever you want to go, ıt's up to you.
	Sarın	
3. yii, thŋay nih khñom douc cɔŋ tıw vót phnum mədɔɔŋ!		Gee, today I guess I'd lıke to go to Wat Phnom.
	Paul	
4. tıw vót phnum' kɔ tıw.		Well, let's go to Wat Phnom then.
5. nıw vót phnum, mian ɛy-khlah? khñom m-daɛl tıw soh!		What do they have at Wat Phnom? I've never been there.
	Sarın	
6. ou, look m dəŋ' tee.. vót phnum cia daəm kmnaət phnum piñ.		Oh, you don't know. Wat Phnom ıs the bırthplace of Phnom Penh.
	Paul	
7. ou, ñcəŋ! khñom cɔŋ tıw məəl' ah.		Oh, ıs that so! I'd lıke to go see ıt.
8. som look niyiey pėap khñom pii vót phnum ntɛc tiet' məəh.		Could you please tell me somethıng more about Wat Phnom.
	Sarın	
9. baat, nıw nuh, mian phnum touc muoy. haəy nıw ləə kəpuul phnum nuh mian cay-dɛy muoy, haəy-nŋ pəhia muoy!		Well, there ıs a lıttle hıll there, and on the top of the hıll there ıs a stupa and a temple.
	Paul	
10. mian look sɔŋ' teh, nıw-inıŋʔ		Are there any prıests there?
	Sarın	
11. ou, mian look sɔŋ meʔɔŋ-pii daɛ.		Oh, there are one or two prıests.
	Paul	
12. mɛc, kıt tıw aləw' ıh?		Well, shall we go now?

Sarın

13. taam khñom, khñom thaa cam maoŋ pmmuoy, səm tıw!
As far as I'm concerned, I say let's wait until six o'clock to go.

14. púh nıw maoŋ pmmuoy, mian kee leeŋ phleeŋ phɔɔŋ, nıw kəlaɛŋ nuh.
Because at six o'clock, they play music there, too.

Paul

15. mian ɛy' ñcəŋ.. sèac-tə lee look' coh.
All right, then. It's up to you.

16. nıw nuh mian ɛy kòan-n meel tiet' eh?
Is there anything else there that we should see?

Sarın

17. baat, they m mian? mian suon chbaa lʔɔɔ' nah, nıw cumvıñ vót phnum.
Sure, there is. There is a nice flower garden, around Wat Phnom.

Paul

18. mian mənuh tıw leeŋ cèən' teh?
Do lots of people go there?

Sarın

19. ɔɔ, thŋay nih, thŋay saw phɔɔŋ.. pəhaɛl mənuh cèən' ah.
Oh, today is Saturday. There will probably be a lot of people there.

Paul

20. ñcəŋ pəhaɛl səbaay' ah, meel tıw. kee tıw thee ɛy' nıŋ?
It must be very nice there, then. What do they do?

Sarın

21. ɔɔ, kee tıw sdap phleeŋ phɔɔŋ,, nóm koun-caw kee tıw leeŋ phɔɔŋ!
Oh, they either go listen to the music, or they take their children there to play.

22. púh nıw kulaɛŋ nuh, mian kəlaɛŋ smèap khmeeŋ leeŋ muoy lʔɔɔ' ah.
Because there is a very nice place for children to play there.

Paul

23. khñom kıt cɔŋ tıw pii-thŋay' ntɛc.
I think I'd like to go while it's still daylight.

24. púh khñom cɔŋ dae meel kee aɛŋ' ntɛc.
Because I'd like to walk around and see them for myself.

Sarın

25. mian ɛy' ñcəŋ.. riap-cɔm khluon oy haəy' tıh. maoŋ pėam kəlah, yəəŋ tıw.	Sure, why not. Let's get ourselves ready. At fıve-thırty, we'll go.

Paul

26. khñom haəy aləw' əh. cam məphlɛɛt' nəh.	I'm just about ready. Wait a mınute.

DIALOGUE FOR COMPREHENSION

look sarın	look pool
1. mɛc, look pool! kıt tıw naa bɔntɛc rıh?	2. mian ɛy? cɔŋ tıw naa, srac-taɛ lee look tee.
3. yii, thŋay nih khñom douc cɔŋ tıw vót phnum mədɔɔŋ.	4. tıw vót phnum kɔɔ tıw.
	5. nıw vót phnum mian ɛy khlah?
6. ou, look mın dəŋ tee. vót phnum cia daəm kɔmnaət phnum piñ.	7. ou, əñcəŋ! khñom cɔŋ tıw meel nah.
	8. soum look niʔyiey prap khñom ɔmpii vót phnum bɔntɛc tiet meel.
9. baat, nıw nuh mian phnum touc muoy, haəy nıw lee kɔmpuul phnum nuh mian cɛedɛy haəy-nıŋ préh-vihia muoy.	10. mian look sɔŋ tee, nıw-aɛnəŋ?
11. ou, mian look sɔŋ məʔɔŋ-pii daɛ.	12. mɛc, kıt tıw ɛyləw rıh?
13. taam khñom, khñom thaa cam maoŋ prammuoy səm tıw.	
14. prúh nıw maoŋ prammuoy mian kee leeŋ phleeŋ phɔɔŋ, nıw kɔnlaɛŋ nuh.	15. mian ɛy, əñcəŋ. srac-taɛ lee look coh.
	16. nıw nuh mian ɛy krón-nıŋ meel tiet tee?
17. baat, thvee-ɛy mın mian? mian suon chbaa lʔɔɔ nah nıw cumviñ vót phnum.	18. mian mənuh tıw leeŋ craən tee?

19. ɔɔ, thŋay nih thŋay saw phɔɔŋ. prɔhaɛl mənuh craən nah.

20. əñcəŋ prɔhaɛl səbaay nah, məəl tıw. kee tıw thvəə ɔvɛy nıŋ?

21. ɔɔ, kee tıw sdap phleeŋ phɔɔŋ, nóm koun-caw kee tıw leeŋ phɔɔŋ.

22. prúh nıw kɔnlaɛŋ nuh mian kɔnlaɛŋ sɔmrap khmeeŋ leeŋ muoy lʔɔɔ nah.

23. khñom kıt coŋ tıw pii thŋay bɔntɛc.

24. prúh khñom coŋ daə məəl kee aɛŋ bɔntɛc.

25. mian ɛy, əñcəŋ. riap-com khluon aoy haəy tıw. maoŋ pram kɔnlah yəəŋ tıw.

26. khñom haəy ɛyləw haəy. cam məphlɛɛt naa.

NOTE: More Complex Constructions

1. This unit contains a number of discontinuous constructions, some of which have been previously discussed (see Note, Unit 28). Examples of old patterns:

5. khñom m-daɛl tıw sɔh!
I've never gone there at all.
(See also Unit 19). (More examples in Drill C of this unit.)

8. soum look niyiey pèap khñom pii vót phnum ntɛc tiet' məəh.
Please tell me a little more about Wat Phnom.
(More examples in Drill D).

20. ñcəŋ pəhaɛl səbaay' ah, məəl tıw.
So it must be pretty nice, I guess.

2. Two of the new discontinuous constructions are based on repeated elements occurring in two successive phrases or clauses. They are thus similar to the construction./...kɔ baan,, ... kɔ baan/, discussed in Unit 28.

/... tıw...' kɔ tıw/

4. tıw vót phnum' kɔ tıw.
If we're going to Wat Phnom, let's go!
(Let's go to Wat Phnom, then!)

This is an extremely common way of saying 'Let's...then' in Cambodian.

(More examples in Drill B).

/...phɔɔŋ,, ...phɔɔŋ!/

21. ɔɔ, kee tɪw sdap phleeŋ phɔɔŋ,, nóm koun-caw kee tɪw leeŋ phɔɔŋ!!
Oh, they go to listen to the music, and they take their children there to play too.
(See also Note on /phɔɔŋ/, Unit 26.)

The meaning of the double /phɔɔŋ/ can be either 'simultaneous action' or 'successive action.' In the last drill of this unit, you are asked to transform this construction into a sentence containing the conjunction /ruoc/ 'then.'
(See Drills F and J).

3. Two other new discontinuous constructions are based on the occurrence of interrogative words (see Unit 16) in the first of two clauses.

/Q, sèac-tə ləə... teh!/

2. cɔŋ tɪw naa, sèac-tə ləə look' eh!
Wherever you want to go, it's up to you.
(It's all right with me.)

The first clause can contain any kind of interrogative word, and the object in the second clause can be any kind of noun, but is usually a personal pronoun. (More examples in Drill H). Note also that the expression /sèac-tə ləə/ (/srac-taɛ ləə/) 'it's up to' can take either /teh!/ or /coh!/ at the end of its clause. Example with /coh!/:

15. sèac-tə ləə look' coh!
It's up to you!

/Q kòan-n... teh?/

16. nɪw nuh mian ɛy kòan-n məəl tiet' eh?
Is there anything else we should see there?

The preverbal modifier in this expression /kòan-n/ (/krón-nɪŋ/) is slightly different in form and meaning from one you have already had: /kòan-tə/(/krón-taɛ/) 'only'. (See Note, Unit 18). It is translatable as 'should' in this case, but has other meanings as well. (Other examples of the discontinuous construction are in Drill I).

4. The remaining new complex constructions of this unit involve unpredictable word orders, rather than discontinous elements.

/douc cɔŋ/ 'apparently want to'

3. yii, thŋay nih khñom douc cɔŋ tɪw vót phnum medɔɔŋ!
'Well, today I guess I'd like to go to Wat Phnom (for once).

The point here is that preverbal modifiers of the class of /douc/, /douc-ce/ (/douc-cia/), /pəhaɛl/ (/prɔhaɛl/) meaning 'maybe,' etc. precede other modifiers, such as the class of auxiliary verbs meaning 'like', etc. (See Note 2, Unit 28), e.g. /cɔŋ/.

(More examples in Drill A.)

/məʔɔŋ-pii/ 'one or two (monks)'

11. ou, mian look sɔŋ məʔɔŋ pii daɛ.
'Oh, there are one or two monks.'

You have already heard numeral constructions like /pii-bɛy/ 'two or three' and /muoy-pii/ 'one or two.' In the case of /muoy-pii/ there are word-order complications whenever a classifier (see Note, Unit 38) is involved; that is, whenever a special word must be used for counting purposes. (Note that the larger numerals also fill the classifier position -see last example below). Since /muoy/ contracts to /mə-/ before classifiers, this combination is retained intact even when /pii/ follows. Such is not the case when the numeral expression is /pii-bɛy/ or anything higher; here the classifier comes last. Examples:

Classifier		'1-2'	'2-3'
(none)		muoy-pii	pii-bɛy
ɔŋ	'Buddhist monk'	məʔɔŋ-pii	pii-bɛy ɔŋ
néʔ	'person'	mənéʔ-pii	pii-bɛy néʔ
dɔɔŋ	'time'	mədɔɔŋ-pii	pii-bɛy dɔɔŋ
róoy	'hundred'	məróoy-pii	pii-bɛy róoy

(More examples are in Drill G.)

/teh?/ in the middle of a sentence.

10. mian look sɔŋ' teh, nıw-inıŋ?
'Are there any monks, in that place?'

Occasionally the interrogative /teh?/ moves from its normal position at the end of the sentence to the middle of it. The result is two clauses, both of which have normal question intonation. The combination is written /... teh, ...?/ as above. (Other examples in Drill G.)

NEW VOCABULARY

The following new words occur in the drills of this unit:

pənnaa (ponnaa)	'what kind, to what extent'
pəyúl (punyúl)	'to explain (based on /yúl/ 'to understand')
thmɛy-thmɛy	'new, recent'
psɛeŋ-psɛeŋ	'different, various'
muoy-muoy	'few, scarce'
thŋay bon	'festival day, holiday'
thŋay chup	'day off, holiday'

DRILLS

Drill A. Multiple Substitution

1.	thŋay nih khñom douc cɔŋ tıw vót phnum medɔɔŋ!	Today I guess I'd like to go to Wat Phnom.
2.	thŋay nih khñom douc cɔŋ tıw poocentoŋ medɔɔŋ!	Today I guess I'd like to go to Pochentong.
3.	sʔaɛk khñom douc cɔŋ tıw poocentoŋ medɔɔŋ!	Tomorrow I guess I'd like to go Pochentong.
4.	sʔaɛk khñom douc cɔŋ tıw m-pıñ medɔɔŋ!	Tomorrow I guess I'd like to go to Phnom Penh.
5.	sʔaɛk khñom douc cɔŋ tıw m-piñ viñ!	Tomorrow I guess I'd like to go back to Phnom Penh.
6.	sʔaɛk khñom douc cɔŋ telɔ̀p tıw m-piñ viñ!	Tomorrow I guess I'd like to return to Phnom Penh.
7.	thŋay nih khñom douc cɔŋ telɔp tıw m-piñ viñ!	Today I guess I'd like to return to Phnom Penh.
8.	thŋay nih khñom douc cɔŋ tıw m-piñ viñ.	Today I guess I'd like to go back to Phnom Penh.
9.	thŋay nih khñom douc cɔŋ tıw m-piñ medɔɔŋ!	Today I guess I'd like to go to Phnom Penh.
10.	thŋay nih khñom douc cɔŋ tıw vót phnum medɔɔŋ!	Today I guess I'd like to go to Wat Phnom.

Drill B. Response

MODEL.	Teacher:	tiw vót phnum' ih?	Shall we go to Wat Phnom?
	Student:	tiw vót phnum' kɔ tiw.	Sure, let's go to Wat Phnom.

1.	tiw məəl kon' ih?	Shall we go see a movie?
	tiw məəl kon' kɔ tiw.	Sure, let's go see a movie.
2.	tiw ŋuut tək' ih?	Shall we go take a shower?
	tiw ŋuut tək' kɔ tiw.	Sure, let's go take a shower.
3.	tiw róm' ih?	Shall we go dance?
	tiw róm' kɔ tiw.	Sure, let's go dance.
4.	tiw sdap phleeŋ' ih?	Shall we go listen to the music?
	tiw sdap phleeŋ' kɔ tiw.	Sure, let's go listen to the music.
5.	tiw ñam baay' ih?	Shall we go eat?
	tiw ñam baay' kɔ tiw.	Sure, let's go eat.
6.	tiw leeŋ vaasəntaon' ih?	Shall we go visit Washington?
	tiw leeŋ vaasəntaon' kɔ tiw.	Sure, let's go visit Washington.
7.	tiw psaa' ih?	Shall we go to the market?
	tiw psaa' kɔ tiw.	Sure, let's go to the market.

Drill C. Multiple Substitution

1.	vót phnum mian ɛy-khlah?	What do they have at Wat Phnom?
	khñom m-daɛl tiw sɔh!	I've never been there.
2.	phtéh look mian ɛy-khlah?	What do you have at your house?
	khñom m-daɛl tiw sɔh!	I've never been there.
3.	phtéh look mian ɛy-khlah?	What do you have at your house?
	khñom m-daɛl khəəñ sɔh!	I've never seen it.
4.	phtéh look pənnaa?	What's your house like?
	khñom m-daɛl khəəñ sɔh!	I've never seen it.
5.	phtéh look pənnaa?	What's your house like?
	khñom m-daɛl tiw sɔh!	I've never been there.
6.	vót phnum pənnaa?	What's Wat Phnom like?
	khñom m-daɛl tiw sɔh!	I've never been there.
7.	vót phnum mian ɛy-khlah?	What do they have at Wat Phnom?
	khñom m-daɛl tiw sɔh!	I've never been there.

Drill D. Multiple Substitution

1.	som niyiey pèap khñom pii vót phnum ntɛc tiet' məəh.	Please tell me a little bit more about Wat Phnom.
2.	som niyiey pèap khñom pii vót phnum mədɔɔŋ tiet' məəh.	Please tell me again about Wat Phnom.
3.	som niyiey pèap khñom pii sòk khmaɛ mədɔɔŋ tiet' məəh.	Please tell me again about Cambodia.
4.	som pəyúl khñom pii sòk khmaɛ mədɔɔŋ tiet' məəh.	Please explain to me again about Cambodia.
5.	som pəyúl khñom pii sòk khmaɛ ntɛc tiet' məəh.	Please explain to me a little bit more about Cambodia.
6.	som niyiey pèap khñom pii sòk khmaɛ ntɛc tiet' məəh.	Please tell me a little bit more about Cambodia.
7.	som niyiey pèap khñom pii vót phnum ntɛc tiet' məəh.	Please tell me a little bit more about Wat Phnom.

Drill E. Response

MODEL:	Teacher:	thŋay niŋ mian mənuh cèən' teh? (thŋay saw, cèən' ah)	Will there be a lot of people today? (Saturday, a lot)
	Student:	ɔɔ, thŋay nih, thŋay saw.. pəhaɛl mian mənuh cèən' ah.	Oh, today is Saturday. There will probably be a lot of people.

1.	thŋay niŋ mian mənuh cèən' teh? (thŋay atit, khmian mənuh' teh) ɔɔ, thŋay nih, thŋay atit'n.. pəhaɛl khmian mənuh' teh!	Will there be a lot of people today? (Sunday, no people) Oh, today is Sunday. There probably won't be any people.
2.	thŋay niŋ mian laan cèən' teh? (thŋay bon, cèən' ah) ɔɔ, thŋay nih, thŋay bon.. pəhaɛl mian laan cèən' ah.	Will there be a lot of cars today? (holiday, a lot) Oh, today is a holiday. There will probably be a lot of cars.
3.	thŋay niŋ mian laan cèən' teh? (thŋay can, khmian laan' teh) ɔɔ, thŋay nih, thŋay can.. pəhaɛl khmian laan' teh!	Will there be a lot of cars today? (Monday, no cars) Oh, today is Monday. There probably won't be any cars.
4.	thŋay niŋ mian laan cèən' teh? (thŋay chup, mian laan muoy-muoy) ɔɔ, thŋay nih, thŋay chup'm.. pəhaɛl mian laan muoy-muoy.	Will there be a lot of cars today? (holiday, a few cars) Oh, today is a holiday. There will probably be a few cars.

Drill F. Response

MODEL: **Teacher:**	kee tıw thəə ɛy' nıŋ? (daə leeŋ, sdap phleeŋ)	What do they do there? (Stroll around, listen to music)
Student:	kee tıw daə laaŋ phɔɔŋ,, sdap phleeŋ phɔɔŋ!	They stroll around some, and they listen to music some.
1.	kee tıw thəə ɛy' nıŋ? (rien, məəl kon)	What do they do there? (Study, watch movies)
	kee tıw rien phɔɔŋ,, məəl kon phɔɔŋ!	They study some, and they watch movies some.
2.	kee tıw thəə ɛy' nıŋ? (baək luy, tiñ ɛyvan)	What do they do there? (Draw out money, buy things)
	kee tıw baək luy phɔɔŋ,, tiñ ɛyvan phɔɔŋ!	They draw out money, and they buy things.
3.	kee tıw thəə ɛy' nıŋ? (leeŋ, mian kaa)	What do they do there? (Go for pleasure, go for business)
	kee tıw leeŋ phɔɔŋ,, mian kaa phɔɔŋ!	They sometimes go for pleasure, and they sometimes go for business.
4.	kee tıw thəə ɛy' nıŋ? (rien, thəə kaa)	What do they do there? (Study, work)
	kee tıw rien phɔɔŋ,, thəə kaa phɔɔŋ!	They study some, and they work some.
5.	kee tıw thəə ɛy' nıŋ? (bŋìen, rien)	What do they do there? (Teach, study)
	kee tıw bŋìen phɔɔŋ,, rien phɔɔŋ!	They teach some and they study some.

Drill G. Response

MODEL: **Teacher:**	mian look sɔŋ' teh, nıw-inıŋ? (məˀɔŋ-pii)	Are there any priests there? (One or two)
Student:	ou, mian look sɔŋ məˀɔŋ-pii' daɛ.	Oh, there are one or two priests.
1.	mian look sɔŋ' teh, nıw-inıŋ? (pii-bɛy ɔŋ)	Are there any priests there? (Two or three)
	ou, mian look sɔŋ pii-bɛy ɔŋ' daɛ.	Oh, there are two or three priests there.
2.	mian kùu bŋìen' teh, nıw-inıŋ? (mənéˀ-pii)	Are there any teachers there? (One or two)
	ou, mian kùu bŋíen mənéˀ-pii' daɛ.	Oh, there are one or two teachers there.

3. mian koun səh' teh, nıw-inıŋ? (buon-pèam néʔ)	Are there any students there? (Four or five)
ou, mian koun səh buon-pèam néʔ 'daε.	Oh, there are four or five students there.
4. mian pèaŋ' teh, nıw-inıŋ? (cèən)	Are there any French there? (A lot)
ou, mian pèaŋ cèən' daε.	Oh, there are a lot of French there.
5. mian look sɔŋ' teh, nıw-inıŋ? (bεy-buon ɔŋ)	Are there any priests there? (Three or four)
ou, mian look sɔŋ bεy-buon ɔŋ' daε.	Oh, there are three or four priests there.

Drill H. Response

MODEL: **Teacher:** mεc, look pool! kıt tıw naa ntεc' ıh? (sèac-tə ləə look)	Well, Paul! Do you feel like going anywhere? (Up to you)
Student: mian εy? cɔŋ tıw naa, sèac-tə ləə look' teh!	Sure! Wherever you'd like to go, it's up to you.
1. mεc, look pool! kıt tıw leeŋ maoŋ pəmaan? (sèac-tə ləə look)	Well, Paul! What time do you feel like going? (Up to you)
mian εy? cɔŋ tıw maoŋ pəmaan, sèac-tə ləə look' teh!	It doesn't matter! Whatever time you want to go, it's up to you.
2. mεc, kañaa vansii! kıt tıw naa ntεc' ıh? (sèac-tə ləə look sὲy)	Well, Miss Vansy! Do you feel like going anywhere? (It's up to you, ma'am)
mian εy? cɔŋ tıw naa, sèac-tə ləə look sὲy' teh!	Sure! Wherever you want to go, it's up to you, ma'am.
3. mεc, look! kıt pəsaa εy ntεc' ıh? (sèac-tə ləə look)	Well! Do you feel like eating a little something? (It's up to you)
mian εy? cɔŋ pəsaa εy, sèac-tə ləə look' teh!	Sure! Whatever you want to eat, it's up to you.
4. mεc, look sὲy! kıt tıw kəlaεŋ nıŋ' ıh? (sèac-tə ləə look)	Well ma'am! Do you feel like going there? (It's up to you)
mian εy? cɔŋ tıw kəlaεŋ naa, sèac-tə ləə look' teh!	Sure! Wherever you want to go, it's up to you.
5. mεc, look pool? kıt tıw maoŋ pəmaan? (sèac-tə ləə look)	Well Paul! What time do you feel like going? (It's up to you)
mian εy? cɔŋ tıw maoŋ pəmaan, sèac-tə ləə look' teh!	It doesn't matter. Whatever time you want to go, it's up to you.

Drill I. Response

MODEL: Teacher:	nɨw nuh, mian ɛy kòan-n məəl tiet' eh? (suon chbaa lʔɔɔ' ah)	Is there anything else we should see there? (A nice flower garden)
Student:	baat, they m mian? mian suon chbaa lʔɔɔ' ah.	Sure there is! There is a nice flower garden.
1.	nɨw nuh, mian ɛy kòan-n aan tiet' eh? (kasaɛt thmɛy-thmɛy cèən' ah)	Is there anything else we should read there? (Lots of new newspapers)
	baat, they m mian? mian kasaɛt thmɛy-thmɛy cèən' an.	Sure there is! There are lots of new newspapers there.
2.	nɨw vót phnum, mian ɛy kòan-n məəl tiet' eh? (phnum touc muoy, cay-dɛy muoy, pəhia muoy)	Is there anything else we should see at Wat Phnom? (A small hill, a stupa, and a temple)
	baat, they m mian? mian phnum touc muoy, cay-dɛy muoy, haəy-nŋ pəhia muoy!	Sure there is! There is a small hill, a stupa, and a temple.
3.	nɨw nuh, mian ɛy kòan-n tiñ tiet' eh? (ɛyvan psɛeŋ-psɛeŋ thaok' ah)	Is there anything else we should buy there? (Different kinds of cheap goods)
	baat, they m mian? mian ɛyvan psɛeŋ-psɛeŋ thaok' ah.	Sure there is! There are different kinds of cheap goods.
4.	nɨw otaɛl róoyal, mian ɛy kòan-n kmsaan tiet' eh? (kəlaɛŋ róm lʔɔɔ' ah)	Are there any more amusements at the Hotel Royale? (A very nice place to dance)
	baat, they m mian? mian kəlaɛŋ róm lʔɔɔ' ah.	Sure there is! There is a very nice place to dance there.
5.	nɨw nuh, mian ɛy kòan-n nóm koun-caw tɨw leeŋ tiet' eh? (kəlaɛŋ smèap khmeeŋ leeŋ muoy lʔɔɔ' ah)	Is there anything else we should take the children to do there? (A very nice place for the children to play)
	baat, they m mian? mian kəlaɛŋ smèap khmeeŋ leeŋ muoy lʔɔɔ' ah.	Sure there is! There is a very nice place there for children to play.

Drill J. Transformation

MODEL: Teacher:	kee tıw daə leeŋ phɔɔŋ,, tıw sdap phleeŋ phɔɔŋ!	They go there to stroll around, and listen to music also.
Student:	kee tıw daə leeŋ, ruoc tıw sdap phleeŋ!	They go there to stroll around, then they go to listen to music.
1.	kee tıw rien phɔɔŋ,, tıw məəl kon phɔɔŋ!	They go to study, and also to watch movies.
	kee tıw rien, ruoc tıw məəl kon.	They go to study and then they go to watch movies.
2.	kee tıw baək luy phɔɔŋ,, tıw tiñ ɛyvan phɔɔŋ!	They go to draw out money, and also to buy things.
	kee tıw baək luy, ruoc tıw tiñ ɛyvan!	They go to draw out money and then they go to buy things.
3.	kee tıw rien phɔɔŋ,, tıw thəə kaa phɔɔŋ!	They go to study, and also to work.
	kee tıw rien, ruoc tıw thəə kaa!	They go to study and then they go to work.
4.	kee tıw bŋìen phɔɔŋ,, tıw rien phɔɔŋ!	They go to teach, and also to study.
	kee tıw bŋìen, ruoc tıw rien!	They go to teach and then they go to study.

UNIT 34

BASIC DIALOGUE

	A Cambodian	
1.	look daɛl tɪw ŋkóo vót' eh?	Have you ever been to Angkor Wat?
	An American	
2.	baat, m daɛl sɔh!	No, I never have.
	A Cambodian	
3.	mɛc, cɔŋ atɪt nɪŋ, baə khmian kaa ɛy' teh, tɪw leeŋ cəmuoy khñom' ɪh?	Well, this weekend, if you're not busy, will you go there with me?
	An American	
4.	baat, khñom khmian ləvúl thəə ɛy' teh!	Sure, I don't have anything to do.
	A Cambodian	
5.	ñcəŋ, tɪw cəmuoy khñom tɪw' ɪh?	In that case, you'll go with me?
	An American	
6.	look kɪt ñcəəñ tɪw ŋkaal?	When were you thinking of going?
	A Cambodian	
7.	khñom cɔŋ cɛñ tɪw ləŋiec thŋay sok!	I would like to leave Friday evening.
	An American	
8.	look kɪt ñcəəñ tɪw taam ɛy?	How do you plan to go?
	A Cambodian	
9.	khñom məəl tɪw, pəhaɛl baək laan khñom tɪw' əh!	I guess I will drive my car there.
	An American	
10.	mian nənaa tɪw cəmuoy look' eh?	Is anyone going with you?
	A Cambodian	
11.	baat, mian puoʔ-maaʔ khñom mənéʔ kee cɔŋ tɪw cəmuoy khñom' dɛh.	Yes, one of my friends wants to go with me too.

	An American	
12.	bə look aoy khñom tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cə̀ən' ah.	If you let me go along, I'd be very grateful to you.
13.	som tooh, tıw pəmaan maoŋ baan dɔl?	Excuse me, how many hours does it take to get there?
	A Cambodian	
14.	ou, pəhaɛl pə̀am-pmmuoy maoŋ dɔl' əh.	Oh, it takes perhaps five or six hours.
	An American	
15.	ñcəŋ, chŋaay kuosɔm daɛ' nəh.	In that case, it's quite far, isn't it?
	A Cambodian	
16.	taam khñom smaan, look cɔŋ chup kədaal phləw məəl kəlaɛŋ psɛəŋ-psɛəŋ' əh, məəl tıw.	I should imagine that you would want to stop along the way to see different places, wouldn't you?
	An American	
17.	baat, nıw kədaal phləw, mian kəlaɛŋ naa kuo coul məəl' teh?	Yes. Are there any places along the way that would be interesting to stop and see?
	A Cambodian	
18.	baat! khñom cɔŋ chup nıw kəpuŋ thom məphlɛɛt, púh nıw cɔm phləw tıw siem riap daɛ.	Yes. I would like to stop at Kompong Thom, because it's right on the way to Siem Reap.
	An American	
19.	ñcəŋ sùol' əh.	That would be nice.
	A Cambodian	
20.	ñcəŋ thŋay sok, cɛñ pii thəə kaa yəəŋ tıw pdaoy' nəh.	So on Friday, we'll go straight from work, all right?
	An American	
21.	baat!	Yes.

DIALOGUE FOR COMPREHENSION

khmaɛ	amerikaŋ
1. look daɛl tıw ɔŋkóo vót tee?	2. baat, mın daɛl sɔh.
3. mɛc, cɔŋ aatıt nıŋ, baə khmian kaa ɛy tee, tıw leeŋ cia-muoy khñom rıh?	4. baat, khñom khmian róovúl thvəə ɔvɛy tee.
5. əñcəŋ, tıw cia-muoy khñom tıw, naa?	6. look kıt əñcəəñ tıw ɔŋkaal?
7. khñom cɔŋ cɛñ tıw ləŋiec thŋay sok.	8. look kıt əñcəəñ tıw taam ɛy?
9. khñom məəl tıw, prɔhaɛl baək laan khñom tıw haəy.	10. mian néʔ-naa tıw cia-muoy look tee?
11. baat, mian puoʔ-maaʔ khñom mənéʔ, kee cɔŋ tıw cia-muoy khñom daɛ.	12. baə look aoy khñom tıw cia-muoy phɔɔŋ, khñom ɔɔ kun craən nah.
	13. soum tooh, tıw ponmaan maoŋ baan dol?
14. ou, prɔhaɛl pram-prammuoy maoŋ dol haəy.	15. əñcəŋ, chŋaay kuo-sɔm daɛ, naa?
16. taam khñom smaan, look cɔŋ chup kɔndaal phləw, məəl kɔnlaɛŋ psɛɛŋ-psɛɛŋ haəy, məəl tıw.	17. baat, nıw kɔndaal phləw mian kɔnlaɛŋ naa kuo coul məəl tee?
18. baat, khñom cɔŋ chup nıw kompuŋ thom məphlɛɛt, prúh nıw cɔm phləw tıw siem riap daɛ.	19. əñcəŋ sruol haəy.
20. əñcəŋ thŋay sok, cɛñ pii thvəə kaa, yəəŋ tıw pdaoy naa?	21. baat.

NOTE: *Time-Signals in the Predicate*

You are already aware of the fact that the Cambodian way of dealing with time concepts is quite different from the English way. For one thing, the English speaker must always distinguish between *past* and *non-past* verb forms ('I came' vs. 'I come'), whether he wants to or not. The Cambodian speaker uses verbs which refer equally well to past, present, future, or general situations, and he gives you clues as to the time-relevance of his utterances only when he feels it is necessary. On the other hand, he must infallibly distinguish other categories of verb aspect-e.g. whether or not an action is completed or merely attempted (/məəl/ and /róoʔ/ vs. /məəl khəəñ/ and /róoʔ khəəñ/), and whether or not an action is real or hypothetical (/baan/ vs. /oy-baan/).

The drills of this unit are designed to help you to recognize certain time-signals that occur in various parts of the predicate. These signals make it possible to determine, even out of context, whether sentences refer to the past, the present, the future, or to a timeless situation. The notes below follow the actual order of the drills.

Drill A. look *daɛl* tiw ŋkóo vót' eh?

'Have you *ever* gone to Angkor Wat?'

Pre-verbal modifiers such as /daɛl/ 'ever' and /thlóp/ 'used to, once did,' and their negatives are infallible signals of the past. Less dependable are /baan/ and /mian/ (see Drills B, E, and G), which only sometimes refer to the past. Modifiers such as /cɔŋ/ 'want to' and /kit/ 'plan to' usually signal future, hypothetical, or incomplete action - /cɔŋ/ is substituted for /daɛl/ in this drill to point up the contrast.

Drill B. mɛc, coŋ atit niŋ, look *khmian* kaa ɛy tee!?

'How about it, don't you have anything to do this weekend?'

The main verb /mian/ and its negative /khmian/ (see Note, Unit 29) give no signal as to time. It is the expression /coŋ atit niŋ/ 'this weekend' that furnishes the clue here. The same is true of the /mian/ and /khmian/ before other verbs (example taken from response to sentence 2 of the same drill):

baat, khñom *khmian* tiw naa' teh!

'I don't have anywhere to go.'
(Could also mean 'I didn't go anywhere.')

Drill C. khñom *məəl tiw, pəhaɛl* baək laan khñom tiw' əh.

'I *guess* I'll *probably* drive my car there.'

The expression /məəl tiw, pəhaɛl/ is a fairly dependable sign of the future. The corresponding discontinuous construction /pəhaɛl... məəl tiw/ (see Note, Unit 28, end) is different, and often implies a reconstruction of past events.

Drill D. look cɛñ tiw *ŋkaal*?

'*When* are you leaving?'

The occurrence of question-words referring to time, such as /ŋkaal/ and the others in this drill, without /pii/ in front of them (see Note, Unit 30) is a fair indication of future time. Toward the end of the drill, where the question-words no longer refer to time, it is only the context which would give the clue.

Drill E. baək laan pəmaan maoŋ *baan* dɔl?

'How long does it take to get there by car?'

In this case /baan/ merely signals a general question, without specific reference to past, present, or future.

Drill F. ñcəŋ thŋay sok, ceñ pii thəə kaa yəəŋ tiw (oy) pdaoy' *nəh.*

'So on Friday, when we leave work we'll go there directly, *shall we?*'

Since /thŋay sok/ could refer to 'last Friday', 'next Friday' or 'Fridays' in general, the real time signal is provided by the enclitic /nəh/, which asks for agreement on a proposal of action. The futurity of the action also accounts for the fact that you may hear /oy/ 'so that' before the adjective /pdaoy/ 'direct.' (This does not happen before /tə mədɔɔŋ/, an adverbial expression meaning almost the same thing.)

Drill G. tee, ləŋiec thŋay saw, *baan* khñom tiw!

'No, I'm not going *until* Saturday evening.'

This /baan/, which precedes the subject, is a future time signal(unlike the /baan/ in Drill E).

Drill H. bə look *aoy* khñom tiw cəmmuoy phɔɔŋ, khñom ɔɔ kun cəən' ah.

'If you *let* me go along with you, I'll be very grateful.'

The item /aoy/, here used before an entire subject-predicate construction, is a sure sign of hypothetical (and thus usually future) action.

Drill I. and J. khñom *cɔŋ* chup niw kəpúŋ thom məphlɛɛt!

'I *want to* stop in Kompong Thom a while.'

look *kit* ñcəəñ tiw taam laan daɛ!?

'Are you *planning to* go by car too?'

Both drills refer to the future - see note on Drill A, end.

DRILLS

Drill A. *Multiple Substitution*

1.	look daɛl tiw ŋkóo vót' eh?	Have you ever been to Angkor Wat?
2.	look daɛl *khəəñ* ŋkóo vót' eh?	Have you ever *seen* Angkor Wat?
3.	look daɛl khəəñ *phtéh khñom*' eh?	Have you ever seen *my house*?
4.	look *cɔŋ* khəəñ phtéh khñom' eh?	Do you *want to* see my house?
5.	look cɔŋ khəəñ *ŋkóo vót*' eh?	Do you want to see *Angkor Wat*?
6.	look cɔŋ *tiw* ŋkóo vót' eh?	Do you want to *go* to Angkor Wat?
7.	look *daɛl* tiw ŋkóo vót' eh?	*Have* you *ever* been to Angkor Wat?

Drill B. Response

MODEL: **Teacher:** mɛc, coŋ atɪt nɪŋ, look khmian kaa ɛy tee↓?	Well, this weekend you don't have anything to do, do you?
Student: baat, khñom khmian kaa ɛy' teh↓	No, I don't have anything to do.
1. mɛc, coŋ atɪt nɪŋ, look ləvúl' eh↓	Well, this weekend, you're busy, aren't you?
baat, khñom khmian ləvúl' eh↓	No, I'm not busy.
2. mɛc, coŋ atɪt nɪŋ, look tɪw naa' teh?	Well, this weekend are you going anywhere?
baat, khñom khmian tɪw naa' teh↓	No, I'm not going anywhere.
3. mɛc, coŋ atɪt nɪŋ, look coŋ cuop look sərɪn' teh?	Well, this weekend you want to meet Mr. Sarin, don't you?
baat, khñom khmian coŋ cuop' eh↓	No, I don't want to meet him.
4. mɛc, coŋ atɪt nɪŋ, look coŋ tɪw naa' teh?	Well, this weekend you want to go somewhere, don't you?
baat, khñom khmian coŋ tɪw naa' teh↓	No, I don't want to go anywhere.
5. mɛc, coŋ atɪt nɪŋ, look kɪt thəə ɛy' teh?	Well, this weekend you're thinking of doing something, aren't you?
baat, khñom khmian kɪt thəə ɛy' teh↓	No, I'm not thinking of doing anything.

Drill C. Multiple Substitution

1. khñom məəl tɪw, pəhaɛl baək laan khñom tɪw' əh.	I guess I will drive my car there.
2. khñom məəl tɪw, pəhaɛl yóoᵔ laan khñom tɪw' əh.	I guess I will take my car there.
3. khñom məəl tɪw, pəhaɛl khcɛy laan kee tɪw' əh.	I guess I will borrow a car to go there.
4. khñom məəl tɪw, pəhaɛl cuol laan kee tɪw' əh.	I guess I will rent a car to go there.
5. khñom kɪt cuol laan kee tɪw' əh.	I'm thinking of renting a car to go there.
6. khñom kɪt baək laan khñom tɪw' əh.	I'm thinking of driving my car there.
7. khñom məəl tɪw, pəhaɛl baək laan khñom tɪw' əh.	I guess I'll drive my car there.

Drill D. Response

MODEL: Teacher:	look cɛñ tɪw ŋkaal? (ləŋiec thŋay sok)	When are you leaving? (Friday evening)
Student:	khñom cɛñ tɪw ləŋiec thŋay sok'ŋ.	I'm leaving Friday evening.
1.	look cɛñ tɪw maoŋ pəmaan? (maoŋ pmbuon yup) khñom cɛñ tɪw maoŋ pmbuon yup'm.	What time are you leaving? (9:00 P.M.) I'm leaving at 9:00 P.M.
2.	look cɛñ tɪw maoŋ pəmaan? (maoŋ pèam phlɪɪ) khñom cɛñ tɪw maoŋ pèam phlɪɪ.	What time are you leaving? (five o'clock in the morning) I'm leaving at five o'clock in the morning.
3.	look cɛñ tɪw taam naa? (phləw pèy-ŋkóo) khñom cɛñ tɪw taam phləw pèy-ŋkóo.	How are you going out? (the Saigon road) I'm going out by the Saigon road.
4.	look cɛñ tɪw taam ɛy? (laan) khñom cɛñ tɪw taam laan.	How are you leaving? (car) I'm leaving by car.

Drill E. Response

MODEL: Teacher:	baək laan pəmaan maoŋ baan dɔl?	How many hours does it take to drive a car there?
Student:	baat, baək laan pèam maoŋ dɔl' əh.	It takes five hours to get there by car.
1.	cih kpal-hɔh pəmaan maoŋ baan dɔl? (pii maoŋ kəlah) baat, cih kpal-hɔh pii maoŋ kəlah dɔl' əh.	How many hours does it take to get there by airplane? (two and a half hours) It takes two and a half hours to get there by airplane.
2.	cih kɔŋ pəmaan thŋay baan dɔl? (pii thŋay) baat, cih kɔŋ pii thŋay dɔl' əh.	How many days does it take to ride a bicycle there? (two days) It takes two days to ride a bicycle there.
3.	daə pəmaan maoŋ baan dɔl? (məmaoŋ) baat, daə məmaoŋ dɔl' əh.	How many hours does it take to walk there? (one hour) It takes one hour to walk there.

4.	cih sikhlou pəmaan maoŋ baan dɔl? (kəlah maoŋ)	How many hours does it take to get there by cyclo? (half an hour)
	baat, cih sikhlou kəlah maoŋ dɔl' əh.	It takes a half an hour to get there by cyclo.
5.	cih kpal pəmaan maoŋ baan dɔl? (pmmuoy maoŋ)	How many hours does it take to get there by boat? (six hours)
	baat, cih kpal pmmuoy maoŋ dɔl' əh.	It takes six hours to get there by boat.

Drill F. Multiple Substitution

1.	ñcəŋ thŋay sok, cɛñ pii thəə kaa yəəŋ tɨw pdaoy' nəh.	So on Friday, we'll leave directly from work.
2.	ñcəŋ thŋay sok, cɛñ pii rien yəəŋ tɨw pdaoy' nəh.	So on Friday we'll leave directly from school.
3.	ñcəŋ thŋay sok, cɛñ pii rien yəəŋ tɨw tə mədɔɔŋ!	So on Friday, we'll leave right from school.
4.	ñcəŋ thŋay saw, cɛñ pii rien yəəŋ tɨw tə mədɔɔŋ!	So on Saturday, we'll go right from work.
5.	ñcəŋ thŋay saw, móo pii thəə kaa yəəŋ tɨw tə mədɔɔŋ!	So on Saturday, we'll go right from work.
6.	ñcəŋ thŋay saw, móo pii thəə kaa yəəŋ tɨw pdaoy' nəh.	So on Saturday, we'll go directly from work.
7.	ñcəŋ thŋay sok, móo pii thəə kaa yəəŋ tɨw pdaoy' nəh.	So on Friday, we'll go directly from work.
8.	ñcəŋ thŋay sok, cɛñ pii thəə kaa yəəŋ tɨw pdaoy' nəh.	So on Friday, we'll leave directly from work.

Drill G. Response

MODEL: Teacher:	look tıw viñ ləŋiec thŋay sok' ıh? (thŋay saw)	Are you going back on Friday evening? (Saturday)
Student:	tee, ləŋiec thŋay saw baan khñom tıw!	No, it won't be until Saturday evening that I go.
1.	look tıw thŋay nih' ıh? (sʔaɛk)	Are you going today? (tomorrow)
	tee, sʔaɛk baan khñom tıw!	No, it won't be until tomorrow that I go.
2.	look móo vin sʔaɛk' ıh? (thŋay atıt)	Are you coming back tomorrow? (Sunday)
	tee, thŋay atıt baan khñom móo viñ!	No, it won't be until Sunday that I come back.
3.	look móo viñ maoŋ pmbɛy' ıh? (maoŋ pii-ndɔp)	Are you coming back at eight o'clock? (twelve o'clock)
	tee, maoŋ pii-ndɔp baan khñom móo viñ!	No, it won't be until twelve o'clock that I come back.
4.	look tıw viñ aləw' ıh? (bɛy macŋ tiet)	Are you going back now? (three more hours)
	tee, bɛy maoŋ tiet baan khñom tıw viñ!	No, it won't be for three more hours that I go back.
5.	look coul rien aləw' ıh? (məkhaɛ tiet)	Are you going to start studying now? (a month from now)
	tee, məkhaɛ tiet baan khñom coul rien!	No, it won't be until a month from now that I start studying.

Drill H. Multiple Substitution

1.	bə look aoy khñom tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cə̀ən' ah.	If you'll let me go along with you, I will be very grateful to you.
2.	bə look aoy pʔoun khñom tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cə̀ən' ah.	If you'll let my younger brother go along with you I will be very grateful to you.
3.	bə look aoy pʔoun khñom rien cəmuoy phɔɔŋ, khñom ɔɔ kun cə̀ən' ah.	If you'll let my younger brother study along with you, I will be very grateful to you.
4.	bə look aoy look sɛ̀y rien cəmuoy phɔɔŋ, khñom ɔɔ kun cə̀ən' ah.	If you'll let Madame study along with you, I will be very grateful to you.

5.	bə look aoy look sèy tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cèən' ah.	If you'll let Madame go along wıth you, I wıll be very grateful to you.
6.	bə look aoy bɔɔŋ khñom tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cèən' ah.	If you'll let my older brother go along wıth you, I wıll be very grateful to you.
7.	bə look aoy khñom tıw cəmuoy phɔɔŋ, khñom ɔɔ kun cèən' ah.	If you'll let me go along wıth you, I wıll be very grateful to you.

Drıll I. Double Substıtutıon

MODEL: Teacher:	khñom cɔŋ chup nıw kəpuŋ thom məphlɛɛt, púh nıw com phləw tıw siem riap daɛ. (kəpóot, kaɛp)	I want to stop off ın Kompong Thom for awhıle, because ıt's rıght on the way to Sıem Reap. (Kampot, Kep)
Student:	khñom cɔŋ chup nıw kəpóot məphlɛɛt, púh nıw com phləw tıw kaɛp daɛ.	I want to stop off ın Kampot for a whıle because ıt's rıght on the way to Kep.
1.	(pèek kdam, kəpuŋ caam) khñom cɔŋ chup nıw pèek kdam məphlɛɛt, púh nıw com phləw tıw kəpuŋ caam daɛ.	(Prek Kdam, Kompong Cham) I want to stop off ın Prek Kdam for a whıle because ıt's rıght on the way to Kompong Cham.
2.	(svaay rieŋ, pèy-ŋkóo) khñom cɔŋ chup nıw svaay rieŋ məphlɛɛt, púh nıw com phləw tıw com phləw tıw pèy-ŋkóo daɛ.	(Svay Rıeng, Saıgon) I want to stop off ın Svay Rıeng for a whıle because ıt's rıght on the way to Saıgon.
3.	(póosat, battəbɔɔŋ) khñom cɔŋ chup nıw póosat məphlɛɛt, púh nıw com phləw tıw battəbɔɔŋ daɛ.	(Pursat, Battambong) I want to stop off ın Pursat for a whıle because ıt's rıght on the way to Battambong.
4.	(kəpóot, kəpuŋ saom) khñom cɔŋ chup nıw kəpóot məphlɛɛt, púh nıw com phləw tıw kəpuŋ saom daɛ.	(Kampot, Kompong Som) I want to stop off ın Kampot for a whıle because ıt's rıght on the way to Kompong Som.
5.	(kəpuŋ caam, róttenaʔkərii) khñom cɔŋ chup nıw kəpuŋ caam məphlɛɛt, púh nıw com phləw tıw tıw róttenaʔkərii daɛ.	(Kompong Cham, Rattanakırı) I want to stop off ın Kompong Cham for a whıle because ıt's rıght on the way to Rattanakırı.

Drıll J. Transformatıon

MODEL: Teacher:	khñom məəl tıw, pəhaεl baək laan khñom tıw' əh! (look)	I guess I'll drıve my car there. (you)
Student:	look kıt ñcəəñ tıw taam laan daε!?	Are you thınkıng of goıng by car too?
1.	khñom məəl tıw, pəhaεl cih sikhlou tıw' əh! (look sɛ̀y)	I guess I'll take a cyclo there. (you, madam)
	look sɛ̀y kıt ñcəəñ tıw taam sıkhlou daε!?	Are you thınkıng of goıng by cyclo too, madam?
2.	khñom məəl tıw, pəhaεl cih kpal hɔh tıw' əh! (look kùu)	I guess I'll take a plane there. (the teacher)
	look kùu kıt ñcəəñ tıw taam kpal hɔh daε!?	Is the teacher thınkıng of goıng there by plane too?
3.	khñom məəl tıw, pəhaεl cuol laan kee tıw' əh! (kañaa)	I guess I'll rent a car to go there. (you, mıss)
	kañaa kıt ñcəəñ tıw taam laan daε!?	Are you thınkıng of goıng by car too, mıss?
4.	khñom məəl tıw, pəhaεl cih kpal tıw' əh! (look)	I guess I'll take a boat there. (you)
	look kıt ñcəəñ tıw taam kpal daε!?	Are you thınkıng of goıng by boat too?
5.	khñom məəl tıw, pəhaεl cih laan chnuol tıw' əh! (look sɛ̀y)	I guess I'll take a bus there. (you, madam)
	look sɛ̀y kıt ñcəəñ tıw taam laan chnuol daε!?	Are you thınkıng of goıng by bus too, madam?

UNIT 35

BASIC DIALOGUE

	American	
1.	som tooh, ŋkóo vót cəŋaay pəmaan pii siem riap?	Excuse me, how far is Angkor Wat from Siem Riap?
	Cambodian	
2.	ou, mın-cə chŋaay pəmaan' teh! taam khñom smaan, pəhaɛl dɔp kəlou.	Oh, it's not very far at all. I think it must be about 10 kilometers.
	American	
3.	nıw cıt ŋkóo vót, mian restorɔŋ, mian otaɛl' ɛy teh?	Are there restaurants and hotels near Angkor Wat?
	Cambodian	
4.	baat, mian daɛ, taɛ yəəŋ tıw nıw siem riap' teh!	Yes, there are, but we're going to stay in Siem Reap.
	American	
5.	ŋkóo vót thom' eh? məŋay daə məəl kòan' eh?	Is Angkor Wat a big place? Can you walk around and see it all in one day?
	Cambodian	
6.	yii, ɔŋkóo vót thom' nah.. daə məəl məʔatıt m sɔp' phɔɔŋ.	Gee, Angkor Wat is huge. You can't see it all even in a week.
	American	
7.	mian kəlaɛŋ cèən' nəh?.. baan-tə məəl məʔatıt m sɔp'm.	There must be a lot of (different) locations, then, if you can't see it all in a week.
	Cambodian	
8.	baat, cèən' ah!	Yes, there are a lot.
9.	kaal-pidaəm ŋkóo vót cia riec-thianii sòk khmaɛ.	In ancient times Angkor Wat was the royal capital of Cambodia.
	American	
10.	yəəŋ kıt təməəl sʔɛy-khlah?	What things should we plan to see?
	Cambodian	
11.	khñom cɔŋ nóm look tıw məəl pəsaat ŋkóo vót haəy-nŋ ŋkóo thom!	I want to take you to see the temples of Angkor Wat and Angkor Thom.

	American	
12.	kəlaɛŋ tŋ-ɔh nɨŋ nɨw cɨt-cɨt khnia!?	Are all the locations close together?
	Cambodian	
13.	baat, mɨn-cə cɨt khnia pəmaan' teh!	No, they're not very close together.
	American	
14.	phləw baək laan tɨw, sùol' eh?	Are the roads (for cars) good?
	Cambodian	
15.	baat, mian ɛy?	Sure, they are.
	American	
16.	tɨw kəlaɛŋ nuh, kee yóo luy' teh?	Do they charge you for going to those places?
	Cambodian	
17.	ou, kee yóo ntɛc-ntuoc'ñ.	Oh, they charge a little bit.
	American	
18.	kee aoy thɔɔt ruup' teh?	Do they let you take pictures?
	Cambodian	
19.	they m aoy?	Sure, they do.
	American	
20.	ñcəŋ khñom kɨt yóo fil aoy cèən' tɨw.	In that case, I'll plan to take a lot of film along.
21.	khñom cɔŋ baan ruup thɔɔt khlah, phñaə tɨw ɔpuk-mədaay khñom.	I want to get some pictures to send to my parents.

DIALOGUE FOR COMPREHENSION

amerikaŋ	khmaɛ
1. soum tooh, ɔŋkóo vót cɔmŋaay ponmaan pii siem riap?	
	2. ou, mɨn-cia chŋay ponmaan tee. taam khñom smaan, prɔhaɛl dɔp kilou.
3. nɨw cɨt ɔŋkóo vót mian restorɔŋ, mian outaɛl ɛy tee?	
	4. baat, mian daɛ, taɛ yəəŋ tɨw nɨw siem riap tee!

5. ɔŋkóo vót thom tee? məthŋay
   daə məəl krón tee?

6. yii, ɔŋkóo vót thom nah! daə
   məəl mə-aatıt mın sɔp phɔɔŋ.

7. mian konlaɛŋ craən, baan-taɛ
   məəl mə-aatıt mın sɔp?

8. baat, craən nah!

9. kaal pii-daəm ɔŋkóo vót cia
   rieccə-thianii srok khmaɛ.

10. yəəŋ kıt tıw məəl ɔvɛy-khlah?

11. khñom cɔŋ nóm look tıw məəl
    prɔsaat ɔŋkóo vót haəy-nıŋ
    ɔŋkóo thom.

12. kɔnlaɛŋ téŋ-ɔh nıŋ nıw cıt-cıt
    khnia rıh?

13. baat, mın-cia cıt khnia ponmaan
    tee.

14. phləw baək laan tıw sruol tee?

15. baat, mian ɛy?

16. tıw kɔnlaɛŋ nuh, kee yóoʔ luy tee?

17. ou, kee yóoʔ bɔntɛc-bɔntuoc.

18. kee aoy thɔɔt ruup tee?

19. thəə-ɛy mın aoy?

20. əñcəŋ khñom kıt yóoʔ fiil aoy
    craən tıw.

21. khñom cɔŋ baan ruup thɔɔt khlah,
    phñaə tıw əwpuk-mədaay khñom.

NOTE: Adjectives

The class of Cambodian words we call adjectives corresponds fairly closely, insofar as typical meanings are concerned, with the corresponding class of English words. Concepts like 'big, small, near, far, expensive, cheap, good, bad, clean, dirty' turn up as adjectives in both languages. But there the similarity ends. As a syntactic class, Cambodian adjectives have much more in common with verbs than they do with nouns: they are directly negated, they function as heads of predicates, and, as members of double predicates, they fill either the first or the second position. (See Notes 2-4, Unit 20).

Some other characteristics of adjectives are summarized below.

1. Adjectives have special modifiers which rarely occur in direct construction with verbs.

nah	very	kuosom	rather
ləmóon	enough	cian	more than
peek	too much	(see also Note, Unit 14)	

Examples are in Drill C.

2. Adjectives, besides being negated with simple negatives like /m/ and /m-səw/, are frequently bracketed by the discontinuous negative construction /min-cə... pəmaan' teh/ 'not so very much' (see Note, Unit 28). Examples are in Drill E.

3. Adjectives frequently occur in pairs of antonyms ('big-small'). In such cases there is often a derived noun, based on the more 'positive' member of the pair, which expresses an abstraction common to both the adjectives.

Positive		Derived Noun		Negative	
chŋaay	'far'	cəŋaay	'distance'	cit	'rear'
thlay	'expensive'	dmlay	'price'	thaok	'cheap'
thom	'big'	tmhum	'size'	touc	'small'

For more examples of adjective antonyms, see Drill G.

4. In hypothetical predicates (commands, predications about the future, exhortations, expressions of volition, etc.), adjectives which are not the first member of the predicate are usually preceded by /oy/ (/aoy/) 'so that.' See examples in Drill H.

5. In the second position of a two-part predicate, adjectives behave exactly like completive verbs (see Note 3, Unit 20). This relationship is pointed up in Drills I and J, where the adjective /kòan/ (/krón/) 'to be complete (as a set)' fills the same position as /sɔp/ 'to finish'. (Note that /kòan/ here has a meaning still different from /kòan-tə/ 'only' and /kòan-n/ 'should.')

6. Finally, some adjectives have homonyms which belong to other classes of words. For example /cit/ 'near' also belongs to the class of prepositions (see Drill B), and /cèən/ 'many' fills out a small class of restricted non-adjectival noun-modifiers that includes /khlah/ 'some' (see Drill K).

DRILLS

Drill A. Response

MODEL: Teacher:	ŋkóo vót cəŋaay pəmaan pii siem riap? (dɔp kəlou)	How far is Angkor Wat from Siem Reap? (10 kilometers)
Student:	baat, pəhaɛl dɔp kəlou.	It's about ten kilometers.
1.	niw yók cəŋaay pəmaan pii vaasəntaon? (buon róoy məphey pèam kəlou)	How far is New York from Washington? (425 kilometers)
	baat, pəhaɛl buon róoy məphey pèam kəlou.	It's about 425 kilometers.
2.	siem riap cəŋaay pəmaan pii phnum piñ? (buon róoy kəlou)	How far is Siem Reap from Phnom Penh? (400 kilometers)
	baat, pəhaɛl buon róoy kəlou.	It's about 400 kilometers.

3.	pèy-ŋkóo cəŋaay pəmaan pii phnum piñ? (pii róoy məphey kəlou) baat, pəhaɛl pii róoy məphey kəlou.	How far is Saigon from Phnom Penh? (220 kilometers) It's about 220 kilometers.
4.	phnum piñ cəŋaay pəmaan pii vaasəntaon? (məphey pón kəlou) baat, pəhaɛl məphey pón kəlou.	How far is Phnom Penh from Washington? (2,000 kilometers) It's about two thousand kilometers.

Drill B. Multiple Substitution

1.	nıw cıt ŋkóo vót mian restorɔŋ' teh?	Are there any restaurants near Angkor Wat?
2.	nıw khbaɛ ŋkóo vót mian restorɔŋ' teh?	Are there any restaurants next to Angkor Wat?
3.	nıw khbaɛ ŋkóo vót mian vót' eh?	Are there any temples next to Angkor Wat?
4.	nıw khbaɛ ŋkóo vót mian otaɛl' eh?	Are there any hotels next to Angkor Wat?
5.	nıw khbaɛ phləw mian otaɛl' eh?	Are there any hotels next to the road?
6.	nıw taam phləw mian otaɛl eh?	Are there any hotels along the road?
7.	nıw taam phləw mian restorɔŋ' teh?	Are there any restaurants along the road?
8.	nıw cıt phləw mian resorɔŋ' teh?	Are there any restaurants near the road?
9.	nıw cıt ŋkóo vót mian restorɔŋ' teh?	Are there any restaurants near Angkor Wat?

Drill C. Response

MODEL:	Teacher: ŋkóo vót thom' eh? (nah) Student: ŋkóo vót thom' ah.	Is Angkor Wat big? (very) Angkor Wat is very big.
1.	phtéh look thom' eh? (ləmóom) phtéh khñom thom ləmóom.	I your house big? (enough) My house is big enough.
2.	phtéh look sʔaat' eh? (kuosɔm) phtéh khñom sʔaat kuosɔm.	Is your house nice? (rather) My house is rather nice.
3.	phtéh look lʔɔɔ' teh? (daɛ) phtéh khñom lʔɔɔ daɛ.	Is your house pretty? (all right) My house is pretty, all right.

4. otaɛl nuh thlay' teh? (kuosɔm daɛ) otaɛl nuh thlay kuosɔm daɛ.	Is that hotel expensive? (rather, at that) That hotel is rather expensive, at that.
5. otaɛl nuh sʔaat' eh? (ciaŋ kee bŋ-ɔh) otaɛl nuh sʔaat ciaŋ kee bŋ-ɔh!	Is that hotel nice? (most of all) That hotel is the nicest of all.
6. siem riap chŋaay' teh? (ciaŋ póosat) siem riap chŋaay ciaŋ póosat!	Is Siem Reap far? (more than Pursat) Siem Reap is farther than Pursat.

Drill D. Multiple Substitution

1. yəəŋ kıt təməəl sʔɛy-khlah?	What things shall we plan to go see?
2. look kıt təməəl sʔɛy-khlah?	What things will you plan to go see?
3. look kıt tətiñ sʔɛy-khlah?	What things will you plan to go buy?
4. look kıt tətiñ inaa?	Where will you plan to go buy them?
5. look cɔŋ tətiñ inaa?	Where do you want to go buy them?
6. look cɔŋ tətiñ sʔɛy-khlah?	What things do you want to go buy?
7. look cɔŋ təməəl sʔɛy-khlah?	What things do you want to go see?
8. look kıt təməəl sʔɛy-khlah?	What things will you plan to go see?
9. yəəŋ kıt təməəl sʔɛy-khlah?	What things shall we plan to go see?

Drill E. Response

MODEL: Teacher: kəlaeŋ tŋ-ɔh nıŋ nıw cıt-cıt khnia!?	Are all those places close together?
Student: baat, mın-cə cıt khnia pəmaan' teh!	No, they're not very close together.
1. ŋkóo vót nŋ ŋkóo thom douc khnia!? baat, mın-cə douc khnia pəmaan teh!	Are Angkor Wat and Angkor Thom similar? No, they're not very similar.
2. phtéh look nŋ phtéh look pool nıw chŋaay pii khnia!? baat, mın-cə chŋaay pii khnia pəmaan' teh!	Are your house and Paul's house far from each other? No, they're not very far apart.

3. yuon nɨŋ khmaɛ coul-cət khnia!?	Do Vıetnamese and Cambodıans lıke each other?
baat, mın-cə coul-cət khnia pəmaan' teh!	No, they don't lıke each other very much.
4. aʔsɔɔ khmaɛ nɨŋ aʔsɔɔ pèaŋ douc khnia!?	Are Khmer and French letters sımılar?
baat, mın-cə douc khnia pəmaan' teh!	No, they're not very sımılar.

Drıll F. Multıple Substıtutıon

1. phləw baək laan tıw, sùol' eh?	Are the roads for cars smooth?
2. phləw baək laan tıw, lʔɔɔ' teh?	Are the roads for cars good?
3. kəlaɛŋ baək laan tıw lʔɔɔ' teh?	Are the places for cars good?
4. kəlaɛŋ baək laan tıw sùol' eh?	Are the places for cars smooth?
5. kəlaɛŋ coul laan tıw sùol eh?	Are the entrances for cars smooth?
6. kəlaɛŋ coul laan tıw thom' eh?	Are the entrances for cars bıg?
7. phləw coul laan tıw thom' eh?	Are the drıveways for cars bıg?
8. phləw baək laan tıw, thom' eh?	Are the roads for cars bıg?
9. phləw baək laan tıw, sùol' eh?	Are the roads for cars smooth?

Drıll G. Equıvalence

MODEL: Teacher: siem riap chŋaay ciaŋ póosat ntɛc! (cıt)	Sıem Reap ıs farther than Pursat. (close)
Student: póosat cıt ciaŋ siem riap ntɛc!	Pursat ıs closer than Sıem Reap.
1. otaɛl róoyal thlay ciaŋ otaɛl ŋkóo ntɛc! (thaok)	The Hotel Royale ıs more expensıve than the Hotel Angkor. (cheap)
otaɛl ŋkóo thaok ciaŋ otaɛl róoyal ntɛc!	The Hotel Angkor ıs cheaper than the Hotel Royale.
2. phtéh khñom thom ciaŋ phtéh look ntɛc! (touc)	My house ıs bıgger than your house. (small)
phtéh look touc ciaŋ phtéh khñom ntɛc!	Your house ıs smaller than my house.
3. phləw tıw pèy-ŋkóo lʔɔɔ ciaŋ phləw tıw siem riap ntɛc! (akòoʔ)	The road to Saıgon ıs better than the road to Sıem Reap. (bad)
phləw tıw siem riap akòoʔ ciaŋ phləw tıw pèy-ŋkóo ntɛc!	The road to Sıem Reap ıs worse than the road to Saıgon.

4. niw yóok sʔaat ciaŋ šikagou ntɛc! (kəkvɔʔ)	New York ıs cleaner than Chıcago. (dırty).
šikagou kəkvɔʔ ciaŋ niw yóok ntec!	Chıcago ıs dırtıer than New York.
5. pèy-ŋkóo thom ciaŋ mpiñ ntɛc!	Saıgon ıs bıgger than Phnom Penh. (small)
mpiñ touc ciaŋ pèy-ŋkóo ntɛc!	Phnom Penh ıs smaller than Saıgon.

Drıll H. Substıtutıon

1. ñcəŋ khñom kıt yóo fil oy cèən' tıw.	So I plan to take a lot of fılm along.
2. ñcəŋ khñom kıt yóo luy oy cèən' tıw.	So I plan to take a lot of money along.
3. ñcəŋ khñom cɔŋ yóo luy oy cèən' tıw.	So I want to take a lot of money along.
4. ñcəŋ khñom cɔŋ mənuh oy cèən' tıw.	So I want to take a lot of people along.
5. ñcəŋ khñom cɔŋ nóm mənuh oy cèən' tıw.	So I want to take a lot of people along.
6. ñcəŋ khñom kıt nóm mənuh oy cèən' tıw.	So I plan to take a lot of people along.
7. ñcəŋ khñom kıt yóo mənuh oy cèən' tıw.	So I plan to take a lot of people along.
8. ñcəŋ khñom kıt yóo fil oy cèən' tıw.	So I plan to take a lot of fılm along.

Drıll I. Response.

MODEL: Teacher: ŋkóo vót thom' eh? məŋay daə məəl kòan' eh? (məʔatıt m sɔp)	Is Angkor Wat bıg? Can you see ıt all ın one day? (a week not enough)
Student: yii, ŋkóo vót thom nah daɛ.. məəl məʔatıt m sɔp' phɔɔŋ.	Man, Angkor Wat ıs huge. You can't even see ıt all ın a week.
1. préh vihia thom' eh? məmaoŋ daə məəl kòan' eh? (məŋay m sɔp)	Is Preah Vıhear bıg? Can you see ıt all ın an hour? (a day not enough)
yii, préh vihia thom nah daɛ.. məəl məŋay m sɔp' phɔɔŋ.	Man, Preah Vıhear ıs huge. You can't even see ıt all ın a day.

2. battəbɔɔŋ thom' eh? mənay daɛ məəl kòan' eh? (məʔatıt m sɔp)	Is Battambong big? Can you see it all in a day? (a week not enough)
yii, battəbɔɔŋ thom nah daɛ.. məəl məʔatıt m sɔp' phɔɔŋ.	Man, Battambong is huge. You can't even see it all in a week.
3. pəsaat pətiey sɛ̀y thom' eh? məmaoŋ daɛ məəl kòan' eh? (mənay m sɔp)	Is the temple of Banteay Srey big? Can you see it all in an hour? (a day not enough)
yii, pəsaat pətiey sɛ̀y thom nah daɛ.. məəl mənay m sɔp' phɔɔŋ.	Man, Banteay Srey is huge. You can't even see it all in a day.
4. riec-thianii phnum piñ thom' eh? məʔatıt daə məəl kòan' eh? (məkhaɛ m sɔp)	Is the capital city of Phnom Penh big? Can you see it all in a week? (a month not enough)
yii, riec-thianii phnum piñ thom nah daɛ.. məəl məkhaɛ m sɔp' phɔɔŋ.	Man, Phnom Penh is huge. You can't even see it all in a month.

Drill J. Multiple Substitution

1. mian kəlaɛŋ cə̀ən?.. baan-tə məəl məʔatıt m sɔp'm.	Are there so many places that you can't see them all in a week?
2. mian pəsaat cə̀ən?.. baan-tə məəl məʔatıt m sɔp'm.	Are there so many temples that you can't see them all in a week?
3. mian pəsaat cə̀ən?.. baan-tə məəl məkhaɛ m sɔp'm.	Are there so many temples that you can't see them all in a month?
4. mian pəsaat cə̀ən?.. baan-tə məəl mənay m sɔp'm.	Are there so many temples that you can't see them all in a day?
5. mian kəlaɛŋ cə̀ən?.. baan-tə məəl mənay m sɔp'm.	Are there so many places that you can't see them all in a day?
6. mian kəlaɛŋ cə̀ən?.. baan-tə daɛ məəl mənay m sɔp'm.	Are there so many places that you can't walk around and see them all in a day?
7. mian kəlaɛŋ cə̀ən?.. baan-tə daə məəl məʔatıt m sɔp'm.	Are there so many places that you can't walk around and see them all in a week?
8. mian kəlaɛŋ cə̀ən?.. baan-tə məəl məʔatıt m sɔp'm.	Are there so many places that you can't see them all in a week?

Drill K. Multiple Substitution

1. khñom cɔŋ baan ruup thɔɔt khlah, phñaə tiw ɔpuk-mədaay khñom.	I want to get some pictures to send to my parents.
2. khñom cɔŋ ruup thɔɔt cèən, phñaə tiw ɔpuk-mədaay khñom.	I want to get a lot of pictures to send to my parents.
3. khñom cɔŋ thɔɔt ruup cèən, phñaə tiw ɔpuk-mədaay khñom.	I want to take a lot of pictures to send to my parents.
4. khñom cɔŋ thɔɔt ruup cèən, phñaə tiw puoʔ-maa khñom.	I want to take a lot of pictures to send to my friends.
5. khñom cɔŋ baan ruup thɔɔt cèən, phñaə tiw puoʔ-maaʔ khñom.	I want to get a lot of pictures 'to send to my friends.
6. khñom cɔŋ baan ruup thɔɔt cèən, phñaə tiw koun khñom.	I want to get a lot of pictures to send to my children.
7. khñom cɔŋ baan ruup thɔɔt khlah, phñaə tiw koun khñom.	I want to get some pictures to send to my children.
8. khñom cɔŋ baan ruup thɔɔt khlah, phñaə tiw ɔpuk-mədaay khñom.	I want to get some pictures to send to my parents.

UNIT 36

BASIC DIALOGUE

	Sareth	
1.	mɛc, yəəŋ kıt cuol tuuk muoy təleeŋ kɔh nsaay' ıh?	Well, should we plan to rent a boat to go to Rabbit Island?
	Sarin	
2.	mian ɛyʔ taɛ təcuol inaa?	All right - but where do we go to rent it?
	Sareth	
3.	ou, khñom m dəŋ daɛ.. cam khñom təsuo kee' məəh.	Oh, I don't know. Wait for me while I go to ask them.
	Sarin	
4.	tıw tŋ-pii néʔ' ıh?	Should both of us go?
	Sareth	
5.	m ɛy' teh! khluon nıw inıŋ, khñom tıw tə-mənéʔ aɛŋ baan' əh.	It doesn't matter. You stay here. I can go alone.
	Sarin	
6.	ñcəŋ tıw coh! khñom nıw cam!	In that case, go on. I'll stay and wait.
	Sareth	
7.	khñom cuol baan' əh.	I was able to rent one.
	Sarin	
8.	thlay pəmaan?	How much does it cost?
	Sareth	
9.	m thlay' teh! pèam hòoy məŋay.	Not expensive, five hundred (riels) a day.
	Sarin	
10.	coh mian suo kee' teh?.. tıw pəmaan maoŋ baan dɔl?	And did you ask them how long it will take to get there?
	Sareth	
11.	m tieŋ' teh! kee thaa pəhaəl bɛy maoŋ, bae mian khyɔl lʔɔɔ.	It depends. They said about threee hours if there's a good wind.
	Sarin	
12.	nıw nuh mian kee lúʔ məhoup eh?	Do they sell food there?
	Sareth	
13.	kom pùoy ɛy sɔh!.. yóo m ɔh' teh!	Don't worry about anything at all. They've got plenty of it!

Sarɪn	
14. maoŋ pəmaan, yəəŋ cɛñ tɪw?	What time will we leave?
Sareth	
15. tɪw aləw' əh.	We'll go right now.
Sarɪn	
16. maoŋ pəmaan, yəəŋ móo viñ?	What time will we come back?
Sareth	
17. kom kɪt kuu ɛy... tɪw ŋuut tɪk mə-sətuh, ñam baay, smèaʔ məphlɛɛt, səm móo viñ!	Don't worry, we'll go swim a little while, eat, rest a while, then we'll come back.
Sarɪn	
18. kom nɪw yuu peek' nəh!	Don't stay too long.
19. púh khñom tèw tɪw cuop kee mpiñ phɔɔŋ!	Because I have to go to meet someone in Phnom Penh.

DIALOGUE FOR COMPREHENSION

1. mɛc, yəəŋ kɪt cuol tuuk muoy tɪw
   leeŋ kɔh túnsaay rɪh?
2. mian ɛy? taɛ tɪw cuol aɛnaa?
3. ou, khñom mɪn dəŋ daɛ. cam khñom
   tɪw suo kee məəl.
4. tɪw téŋ-pii nɔ́ʔ rɪh?
5. mɪn ɛy tee. khluon nɪw aɛnəŋ, khñom
   tɪw taɛ məneʔ aɛŋ baan haəy.
6. əñcəŋ tɪw coh! khñom nɪw cam.
7. khñom cuol baan haəy.
8. thlay ponmaan?
9. mɪn thlay tee. pram róoy məthŋay.
10. coh mian suo kee tee, tɪw
    ponmaan maoŋ baan dɔl?
11. mɪn tieŋ tee. kee thȧa prɔhaɛl bɛy
    maoŋ, baə mian khyɔl lʔɔɔ.
12. nɪw nuh mian kee lúʔ məhoup tee?
13. kom pruoy ɛy sɔh. yóoʔ mɪn ɔh tee.
14. maoŋ ponmaan, baan yəəŋ cɛñ tɪw?
15. tɪw ɛyləw haəy.
16. maoŋ ponmaan, baan yəəŋ móoʔ viñ?
17. kom kɪt kuu ɛy, tɪw ŋuut tɪk mə-sɔntuh,
    ñam baay, sɔmraaʔ məphlɛɛt, səm móoʔ
    viñ.
18. kom nɪw yuu peek, naa!
19. prúh khñom trəw tɪw cuop kee
    aɛ phnum piñ phɔɔŋ.

NOTE: Functional Antonyms

In Unit 35 (especially Note 3), we saw how adjectives tend to pair in sets of antonyms, or opposite concepts. Other such pairs of antonyms, not nearly so obvious, occur among the small functional words: prepositions, conjunctions, particles, etc. Sometimes, the members of such pairs belong to the same functional class, but often they belong to different classes of words or occur in different parts of the sentence. Following are some examples which occur in this unit.

1. tə (taɛ) 'only' tŋ (téŋ) 'all of, as many as'

These two functional words both occur before numerals, and have opposite meanings in this position.

Examples: 4. tɪw tŋ-pii néʔ' ɪh?
'Shall both of us go? ('all two')

5. khñom tɪw tə-mənéʔ aɛŋ baan' əh.
'I can go by myself.'('only one')

More examples are in Drills C and J of this unit.

Note that both /taɛ/ and /téŋ/ occur as conjunctions, the former meaning 'but' (see Drill B), and the latter meaning 'even though' (see Note, Unit 37). Their strongest opposition, from the point of view of meaning, is before numerals and expressions of quantity, however.

2. əh (haəy) 'already' m-tón (mɪn-tón) 'not yet'

These two items occur in different parts of the sentence: /əh/ is an enclitic (see Notes, Units 6 and 22) and /m-tón/ is a negative (see Note 1, Unit 19). Since they are of opposite meaning, they never occur in the same clause. The question formula for eliciting an answer containing either item is the same: /haəy-ɪnɪw/ (/haəy-rɪnɪw?/). The relationship of the question formula to the two types of answer is reviewed in a series of parallel drills, D, E, and F. Note also the position of the numeral in Drill D, where it is split from the noun by /baan/:

khñom cuol laan baan pii' əh.
'I (was able to) rent two cars.'

3. teh (tee) 'on the contrary' viñ 'instead'

These two enclitics are both used after positive verbs. The difference is that /teh/ is used in situations where something is either true or not true (usually in statements-- see Note, Unit 8), while /viñ/ is used in situations which are still subject to change (usually in suggestions or commands-- see Note, Unit 8). The contrast between the two enclitics is pointed up in consecutive drills, H and I.

4. ruoc 'then, after that' səm 'only then, no sooner'

These two words are conjunctions (see Note, Unit 32) which occur in similar contexts. While they are not complete opposites in meaning, the difference is that /ruoc/ is non-limiting, and simply means 'sometime afterward', whereas /səm/

is limiting: 'A səm B' means, in effect, 'B will not take place until A is over.' From another point of view, /ruoc/ is much more common in statements about the past, and /səm/ in statements or projections about the future. Example of /səm/ from the dialogue:

> tıw ŋuut tık mə-sətuh, ñam baay, smèaʔ məphlɛɛt, səm móo viñ!
>
> 'We won't come back until we have taken a quick shower, had something to eat, and rested a while.'

The same sentence with /ruoc/ in place of /səm/ would mean something like:

> 'We took a quick shower, had something to eat, rested a while, and then came back.'

Other examples are in Drill L.

NEW VOCABULARY

1. Boating and Waterways

təlee (túnlee) meekuŋ	the Mekong River
təlee (túnlee) saap	the Tonle Sap (great lake of Cambodia)
kɔh nsaay (túnsaay)	Rabbit Island (an island in the river near Phnom Penh)
kaɛp	Kep (a resort town on the southern coast)
kroŋ préh siihanuʔ	Sihanoukville (the main ocean port of Cambodia)
kəceh (krɔceh)	Kratié (an inland city on the Mekong)
tuuk	ordinary small boat
kanout	motorboat
haɛl tık	to swim

2. Professions (for Drill I)

cuol	to hire, rent
chnuol	hired, rented; servant
təhian	military man
koun təhian	enlisted man
mee təhian (niey təhian)	officer
doktəı (kruu pɛɛt)	doctor
aavəkaa	lawyer
cawvaay khaɛt	provincial governnor
róttəmuntrɛy	minister (cabinet)

DRILLS

Drill A. Substitution

1.	mɛc, yəəŋ kıt cuol tuuk muoy tələəŋ kɔh nsaay' ıh?	Well, shall we rent a boat and go visit Rabbit Island?
2.	mɛc, yəəŋ kıt cuol tuuk muoy tələəŋ kaɛp' ıh?	Well, shall we rent a boat and go visit Kep?
3.	mɛc, yəəŋ kıt cuol laan muoy tələəŋ kaɛp' ıh?	Well, shall we rent a car and go visit Kep?
4.	mɛc, look kıt cuol laan muoy tələəŋ kaɛp' ıh?	Well, are you thinking of renting a car and going to Kep?
5.	mɛc, look kıt cuol laan muoy tələəŋ krɔŋ préh siihanuʔ' ıh?	Well, are you thinking of renting a car and going to Sihanoukville?
6.	mɛc, look kıt cuol kpal-hɔh muoy tələəŋ krɔŋ préh siihanuʔ' ıh?	Well, are you thinking of renting a plane and going to Sihanoukville?
7.	mɛc, yəəŋ kıt cuol kpal-hɔh muoy tələəŋ krɔŋ préh siihanuʔ ıh?	Well, shall we rent a plane and go visit Sihanoukville?
8.	mɛc, yəəŋ kıt cuol kpal-hɔh muoy tələəŋ kəceh' ıh?	Well, shall we rent a plane and go visit Kratié?
9.	mɛc, yəəŋ kıt cuol tuuk muoy tələəŋ kəceh' ıh?	Well, shall we rent a boat and go visit Kratié?
10.	mɛc, look kıt cuol tuuk muoy tələəŋ kəceh' ıh?	Well, are you thinking of renting a boat and going to Kratié?
11.	mɛc, look kıt cuol tuuk muoy tələəŋ kɔh nsaay' ıh?	Well, are you thinking of renting a boat and going to Rabbit Island?
12.	mɛc, yəəŋ kıt cuol tuuk muoy tələəŋ kɔh nsaay' ıh?	Well, shall we rent a boat and go visit Rabbit Island?

Drill B. Substitution

1.	mian ɛy? taɛ təcuol laan inaa?	All right, but where do we go to rent a car?
2.	mian ɛy? taɛ təcuol kpal-hɔh inaa?	All right, but where do we go to rent a plane?
3.	mian ɛy? taɛ təthee kpal-hɔh inaa?	All right, but where do we go to have the plane repaired?

4.	mian ɛy? taɛ təthəə laan inaa?	All right, but where do we go to have the car repaired?
5.	mian ɛy? taɛ tətiñ laan inaa?	All right, but where do we go to buy a car?
6.	mian ɛy? taɛ tətiñ kanout inaa?	All right, but where do we go to buy a motorboat?
7.	mian ɛy? taɛ təthəə kanout inaa?	All right, but where do we go to have the motorboat repaired?
8.	mian ɛy? taɛ təhəə tuuk inaa?	All right, but where do we go to have the boat repaired?
9.	mian ɛy? taɛ təcuol tuuk inaa?	All right, but where do we go to rent a boat?

Drill C. Substitution

1.	khñom tiw tə-mənéʔ aɛŋ baan' əh.	I can go alone (by myself)
2.	khñom təsɛe tə-mənéʔ aɛŋ baan' əh.	I can write it myself.
3.	look təsɛe tə-mənéʔ aɛŋ baan' əh.	You can write it yourself.
4.	look thəə tə-mənéʔ aɛŋ baan' əh.	You can do it yourself.
5.	kót thəə tə-mənéʔ aɛŋ baan' əh.	He can do it himself.
6.	kót məəl tə-mənéʔ aɛŋ baan' əh.	He can read it by himself.
7.	via məəl tə-mənéʔ aɛŋ baan' əh.	He can read it by himself.
8.	via daə tə-mənéʔ aɛŋ baan' əh.	He can walk by himself.
9.	khñom daə tə-mənéʔ aɛŋ baan' əh.	I can walk by myself.
10.	khñom tiw tə-mənéʔ aɛŋ baan' əh.	I can go alone.

Drill D. Substitution

1.	khñom cuol laan baan pii' əh.	I rented two cars.
2.	khñom cuol tuuk baan pii' əh.	I rented two boats.
3.	khñom cuol tuuk baan bɛy' əh.	I rented three boats.
4.	kee cuol tuuk baan bɛy' əh.	They rented three boats.
5.	kee cuol kanout baan bɛy' əh.	They rented three motorboats.
6.	kee cuol kanout baan muoy' əh.	They rented one motorboat.
7.	khñom cuol kanout baan muoy' əh.	I rented one motorboat.
8.	khñom cuol laan baan muoy' əh.	I rented one car.
9.	khñom cuol laan baan pii' əh.	I rented two cars.

Drill E. Substitution

1.	khñom m-tón cuol chnuol baan' teh!	I didn't hire a servant yet.
2.	khñom m-tón cuol laan baan' teh!	I didn't rent a car yet.
3.	yeeŋ m-tón cuol laan baan' teh!	We didn't rent a car yet.
4.	yeeŋ m-tón cuol phtéh baan' teh.!	We didn't rent a house yet.
5.	kee m-tón cuol phtéh baan' teh!	They didn't rent a house yet.
6.	kee m-tón cuol tuuk baan' teh!	They didn't rent a boat yet.
7.	khñom m-tón cuol tuuk baan' teh!	I didn't rent a boat yet.
8.	khñom m-tón cuol chnuol baan' teh!	I didn't hire a servant yet.
9.	yeeŋ m-tón cuol chnuol baan' teh!	We didn't hire a servant yet.

Drill F. Substitution

1.	look cuol haey-iniw?	Did you rent it yet?
2.	look tesɛe haey-iniw?	Did you write it yet?
3.	kót tesɛe haey-iniw?	Did he write it yet?
4.	kót thee haey-iniw?	Did he do it yet?
5.	via thee haey-iniw?	Did he do it yet?
6.	via tiñ haey-iniw?	Did he buy it yet?
7.	look tiñ haey-iniw?	Did you buy it yet?
8.	look cuol haey-iniw?	Did you rent it yet?

Drill G. Substitution

1.	m thlay' teh, meróoy pii-róoy meŋay.	It's not expensive, 100 or 200 (riels) a day.
2.	m thlay' teh, pii-bɛy róoy meŋay.	It's not expensive, 200 or 300 a day.
3.	m thlay' teh, buon-pèam róoy meŋay.	It's not expensive, 400 or 500 a day.
4.	thaok' nah, buon-pèam róoy meŋay.	It's very cheap, 400 or 500 a day.
5.	thaok' nah, pii-bɛy róoy meŋay.	It's very cheap, 200 or 300 a day.
6.	thaok' nah, meróoy-pii meŋay.	It's very cheap, 100 or 200 a day.
7.	m thlay' teh, meróoy-pii meŋay.	It's not expensive 100 or 200 a day.

Drill H. Response

MODEL: Teacher:	mɛc, tɪw kəceh taam kpal' ɪh? (laan)	How about going to Kratié by boat? (car)
Student:	tee, tɪw taam laan' viñ.	No, let's go by car instead.
1.	mɛc, tɪw kəceh taam laan' ɪh? (kanout)	How about going to Kratié by car? (motorboat)
	tee, tɪw taam kanout' viñ.	No, let's go by motorboat instead.
2.	mɛc, tɪw kaɛp taam kpal-hɔh' ɪh? (kanout)	How about going to Kep by plane? (motorboat)
	tee, tɪw taam kanout' viñ.	No, let's go by motorboat instead.
3.	mɛc, tɪw kaɛp taam kpal-hɔh' ɪh? (kpal)	How about going to Kep by plane? (boat)
	tee, tɪw taam kpal' viñ.	No, let's go by boat instead.
4.	mɛc, tɪw kəpuŋ caam taam kanout' ɪh? (kpal)	How about going to Kompong Cham by motorboat? (boat)
	tee, tɪw taam kpal' viñ.	No, let's go by boat instead.
5.	mɛc, tɪw kroŋ préh siihanuʔ taam kpal-hɔh' ɪh? (laan)	How about going to Sihanoukville by plane? (car)
	tee, tɪw taam laan' viñ.	No, let's go by car instead.
6.	mɛc, tɪw battəbɔɔŋ taam laan' ɪh? (kpal-hɔh)	How about going to Battambang by car? (plane)
	tee, tɪw taam kpal-hɔh' viñ.	Now let's go by plane instead.
7.	mɛc, tɪw siem hìap taam kpal-hɔh' ɪh? (laan)	How about going to Siem Reap by plane? (car)
	tee, tɪw taam laan' viñ.	No, let's go by car instead.

Drill I. Response

MODEL: Teacher:	kót cia aavəkaa' ɪh? (koun təhian)	Is he a lawyer? (enlisted men)
Student:	tee, khñom lɪɪ thaa kót cia koun təhian' teh!	No, I heard he was an enlisted man.
1.	kót cia doktəɪ' ɪh? (aavəkaa)	Is he a doctor? (lawyer)
	tee, khñom lɪɪ thaa kót cia aavəkaa' teh!	No, I heard he was a lawyer.
2.	kót cia aavəkaa' ɪh? (mee-təhian)	Is he a lawyer? (officer)
	tee, khñom lɪɪ thaa kót cia mee-təhian' teh!	No, I heard he was an officer.

3.	kót cia róttəmuntrɛy' ɨh? (cawvaay khaɛt) tee, khñom lɨɨ thaa kót cia cawvaay khaɛt' teh!	Is he a minister? (provincial governor) No, I heard he was a provincial governor.
4.	kót cia yuon' ɨh? (cən) tee, khñom lɨɨ thaa kót cia cən' teh?	Is he Vietnamese? (Chinese) No, I heard he was Chinese.
5.	kót cia ɔnglee' ɨh? (pèaŋ) tee, khñom lɨɨ thaa kót cia pèaŋ' teh!	Is he English? (French) No, I heard he was French.
6.	kót cia cawvaay khaɛt' ɨh? (róttəmuntrɛy) tee, khñom lɨɨ thaa kót cia róttəmuntrɛy' teh!	Is he a provincial governor? (minister) No, I heard he was a minister.
7.	kót cia kùu bŋien' ɨh? (doktəɨ) tee, khñom lɨɨ thaa kót cia doktəɨ' teh!	Is he a teacher? (doctor) No, I heard he was a doctor.

Drill J. Double Response: Positive and Negative

POSITIVE MODEL:

Teacher:	tɨw tŋ-pèam néʔ ɨh? (pèam)	Are all five of us going? (five)
Student:	baat, yeəŋ tɨw tŋ-pèam néʔŋ.	Yes, all five of us are going.

NEGATIVE MODEL:

Teacher:	tɨw tŋ-pèam néʔ' ɨh? (tə-mənéʔ aɛŋ)	Are all five of us going? (alone)
Student:	tee, khñom tɨw tə-mənéʔ aɛŋ' teh!	No, I'm going alone.

1.	tɨw tŋ-pii néʔ' ɨh? (pii) baat, yeəŋ tɨw tŋ-pii néʔ'ŋ.	Are both of us going? (two) Yes, we're both going.
2.	tɨw tŋ-pii néʔ' ɨh? (tə-mənéʔ aɛŋ) tee, khñom tɨw tə-mənéʔ aɛŋ' teh!	Are both of us going? (alone) No, I'm going alone.
3.	tɨw tŋ-ɔh khnia' ɨh? (tŋ-ɔh khnia) baat, yeəŋ tɨw tŋ-ɔh khnia.	Are all of us going? (all) Yes, we're all going.
4.	tɨw tŋ-ɔh khnia' ɨh? (tə-mənéʔ aɛŋ) tee, khñom tɨw tə-mənéʔ aɛŋ' teh!	Are all of us going? (alone) No, I'm going alone.
5.	tɨw tŋ-bɛy néʔ' ɨh? (bɛy) baat, yeəŋ tɨw tŋ-bɛy néʔ'ŋ.	Are all three of us going? (three) Yes, all three of us are going.
6.	tɨw tŋ-bɛy néʔ' ɨh? (tə-mənéʔ aɛŋ) tee, khñom tɨw tə-mənéʔ aɛŋ' teh!	Are all three of us going? (alone) No, I'm going alone.

Drill K. Transformation

MODEL: Teacher:	khñom cɔŋ təhaεl tık. khñom chıı khlaŋ' ah.	I wanted to go swimming. I was very sick.
Student:	khñom m tıw haεl tık' teh, púh khñom chıı khlaŋ' ah.	I didn't go swimming because I was very sick.
1.	khñom cɔŋ təhaεl tık. khñom ɔh kɔmlaŋ.	I wanted to go swimming. I was tired.
	khñom m tıw haεl tık' teh, púh khñom ɔh komlaŋ.	I didn't go swimming because I was tired.
2.	khñom cɔŋ təhaεl tık. yup peek.	I wanted to go swimming. It was too late.
	khñom m tıw haεl tık' teh, púh yup peek.	I didn't go swimming because it was too late.
3.	khñom cɔŋ təhaεl tık. khñom ləvúl peek.	I wanted to go swimming. I was too busy.
	khñom m tıw haεl tık' teh, púh khñom ləvúl peek.	I didn't go swimming because I was too busy.
4.	khñom cɔŋ təhaεl tık. ləŋıt peek.	I wanted to go swimming. It was too dark.
	khñom m tıw haεl tık' teh, púh ləŋıt peek.	I didn't go swimming, because it was too dark.
5.	khñom cɔŋ təhaεl tık. khñom mian kaa.	I wanted to go swimming. I was tied up.
	khñom m tıw haεl tık' teh, púh khñom mian kaa.	I didn't go swimming because I was tied up.
6.	khñom cɔŋ təhaεl tık. khñom m-tón ñam baay' teh.	I wanted to go swimming. I hadn't eaten yet.
	khñom m tıw haεl tık' teh, púh khñom m-tón ñam baay' teh.	I didn't go swimming, because I hadn't eaten yet.

Drill L. Response

MODEL: Teacher:	tıw aləw' ıh?	Shall we go now?
Student:	tee, ñam baay haəy, səm yəəŋ tıw!	We'll eat, then we'll go.
1.	rien aləw' ıh?	Shall we study now?
	tee, ñam baay haəy, səm yəəŋ rien!	We'll eat, then we'll study.
2.	ŋuut tık aləw' ıh?	Shall we swım now?
	tee, ñam baay haəy, səm yəəŋ ŋuut tık!	We'll eat, then we'll swım.
3.	tıw psaa aləw' ıh?	Shall we go to the market now?
	tee, ñam baay haəy, səm yəəŋ tıw psaa!	We'll eat, then we'll go to the market.
4.	cuol tuuk aləw' ıh?	Shall we rent the boat now?
	tee, ñam baay haəy, səm yəəŋ cuol tuuk!	We'll eat, then we'll rent the boat.
5.	tıw məəl kon aləw' ıh?	Shall we go to the movıes now?
	tee, ñam baay haəy, səm yəəŋ tıw məəl kon!	We'll eat, then we'll go to the movıes.
6.	telɔp tıw m-piñ aləw' ıh?	Shall we return to Phnom Penh now?
	tee, ñam baay haəy, səm yəəŋ telɔp tıw m-piñ!	We'll eat, then we'll return to Phnom Penh.
7.	tıw phtéh aləw' ıh?	Shall we go home now?
	tee, ñam baay haəy, səm yəəŋ tıw phtéh!	We'll eat, then we'll go home.

UNIT 37

BASIC DIALOGUE

	Sareth	
1.	yeəŋ cɪt dɔl m-piñ' haəy ɪh?	Are we about to arrive in Phnom Penh?
	Sarɪn	
2.	baat, nɪw-tə kəlah maoŋ tiet' eh, kpal-hɔh coh' haəy.	Yes, (there is) only half an hour left, the plane is descending already.
	Sareth	
3.	look thlɔ́p mɔ́o m-piñ' eh?	Have you ever come to Phnom Penh (before)?
	Sarɪn	
4.	ou, khñom mɔ́o m-piñ pii-bɛy dɔɔŋ' əh.	Oh, I've come to Phnom Penh two or three times.
	Sareth	
5.	m-piñ səbaay' ̕teh?	Is Phnom Penh nice?
	Sarɪn	
6.	baat, mian ɛy? m-piñ touc' teh, taɛ sʔaat' nah.	Sure, it is! Phnom Penh is small, but it's very nice.
	Sareth	
7.	vial kpal-hɔh chŋaay pii m-piñ' eh?	Is the airport far from Phnom Penh?
	Sarɪn	
8.	baat, mɪn-cə chŋaay pəmaan' eh.. taam khñom smaan, pəhaɛl dɔp kəlou.	No, it's not very far - I think it's about ten kilometers.
	Sareth	
9.	coh kee chaɛk ɛy-kḥlah' tɪw?.. nɪw vial kpal-hɔh'ŋ.	And what do they check, at the airport?
	Sarɪn	
10.	ɔɔ, mun dəbouŋ, look tə̀w pəhaañ sbot pɛɛt tɪw kee, ruoc paspóo, ruoc haəy look tɪw khaaŋ kóoy!	Oh, first you have to show your health card to them, then the passport, and then you go to customs.

	Sareth	
11. ɔh peel pəhaɛl pəmaan' nɪh?		How much time does that take?
	Sarɪn	
12. ou, pəhaɛl-cia məmaoŋ.		Oh, about an hour.
	Sareth	
13. look mian kee móo tətuol' eh?		Do you have someone coming to pick you up?
	Sarɪn	
14. baat, khmian' eh!		No one.
	Sareth	
15. ñcəŋ look tɪw cəmuoy khñom tɪw!		In that case, you go with me.
16. mian kee yóo laan móo tətuol khñom dɔl-tə pii-bɛy.		There are people bringing cars to meet me, as many as two or three.
	Sarɪn	
17. ñcəŋ sùol' əh.. khñom som ɔɔ kun cèən' ah.		It's fine that way. Thank you, very much.

DIALOGUE FOR COMPREHENSION

sərɛɛt	sərɪn
1. yəəŋ cɪt dɔl phnum piñ haəy rɪh?	2. baat, nɪw-taɛ kɔnlah maoŋ tiet tee, kpal-hɔh coh haəy.
3. look thlóp móoʔ phum piñ tee?	4. ou, khñom móoʔ phnum piñ pii-bɛy dɔɔŋ haəy.
5. phnum piñ səbaay tee?	6. baat, mian ɛy? phnum piñ touc tee, taɛ sʔaat nah.
7. vial kpal-hɔh chŋaay pii phnum piñ tee?	8. baat, mɪn-cia chŋaay pɔnmaan tee. taam khñom smaan, prɔhaɛl dɔp kilou.
9. coh kee chaɛk ɛy-khlah tɪw, nɪw vial kpal-hɔh?	10. ɔɔ, mun dɔmbouŋ, look trəw bɔŋhaañ sbot pɛɛt tɪw kee, ruoc paspóo, ruoc haəy look tɪw khaaŋ kóoy.
11. ɔh peel prɔhaɛl pɔnmaan nɪŋ?	12. ou, prɔhaɛl cia məmaoŋ.

13. look mian kee móoʔ tóotuol teeʔ

14. baat, khmian tee.

15. əñcəŋ, look tıw cia-muoy khñom tıw.

16. mian kee yóoʔ laan móoʔ tóotuol
khñom dɔl-tıw pii-bɛy.

17. əñcəŋ sruol haəy. khñom soum ɔɔ
kun craən nah.

NOTE: Numerals, Quantity, and Frequency

Emphasized in this unit are various vocabulary items and constructions referring to numbers and expressions of quantity or frequency. Some are new; some you have encountered before. Following is a summary of the principal words involved, arranged by grammatical category, with approximate meanings. (The capital letters in parentheses refer to drills of this unit; numbers refer to sentences of the Basic Dialogue.)

1. Main Verbs

mian	to have (quantity or frequency)	(13, E)
khmian	(usual negative) not to have	(14, E)
ɔt mian	not to have, to be out of	(I)
ɔh	to be used up	(11)
krón, krup-krón	to be complete, filled up (opposite of /ɔh/)	

2. Pre-Verbal Modifiers

thlóp	used to, did at least once	(3)
daɛl	ever, did at least once	(D, M)
aasaa	often does, often did	(D, M)
taɛŋ-tə (taɛŋ-taɛ)	always does, always did	(A, B)
nıw-tə (nıw-taɛ)	still does	
ɔt	doesn't, didn't (in Phnom Peṅh, equivalent to /mın/)	
cıt	almost does, almost did	(1, F)

3. Pre-Numeral Modifiers

tŋ (téŋ)	all of, as many as	(see 37, Note 1)
tə (taɛ)	only, as few as	(see 37, Note 1)
nıw-tə...teh!	(there remains) only	(2, F)
dɔl-tə (dɔl-tıw)	up to, as many as	(16, H)
pəhaɛl (prɔhaɛl)	approximately	(8)

4. Noun Expression Bracketers

taɛ...teh!	only	(see 28, Note 1)
téŋ...phɔɔŋ!	including...as well	(L)

5. Conjunctions

taɛ, pəntaɛ	but, only	(6)
téŋ	even when, even though	(C)
taŋ-pii	since, counting from	(M)

6. Numeral Substitutes

cuon	some	
ról	each, every (distributively)	(A)
krup	all of, every (collectively)	(14)
khlah	some (substitutes for whole numeral phrase-- see Note, Unit 12)	(E)

7. Classifier Substitutes

Any noun (N) which refers to a potential container can occur directly after a numeral (X) in a construction meaning 'X times the quantity measured by N.' This is even true of nouns referring to vehicles, as in the following example:

mian mənuh dɔl-tə məphey laan.

'There are as many as twenty carsful of people.'

Since the normal classifier for people is /néʔ/ (see Note, Unit 38), the noun /laan/ 'car' here functions as its substitute: 'carful' instead of 'individual.' Other nouns, such as /kpal/ 'boatful' and /kpal-hɔh/ 'planeful', can fill the same position (Drill H).

Whether or not a classifier or classifier substitute occurs after the numeral, such expressions of quantity are reserved for the ends of sentences, coming after numeral modifiers such as /dɔl-tə/ (as in the example above) and completive verbs such as /baan/ (see Unit 36, Drill D).

8. Complex Numerals

Review the general plan of Cambodian numeral construction (Note, Unit 11, and New Vocabulary, Unit 23). Although discrete numerals for ten thousand (/məin/) and hundred thousand (/saɛn/) exist, it is not uncommon to count the thousands between 11,000 and 999,000 in the English-French manner-- i.e. as multiples of numbers higher than ten and lower than a thousand.

For example:	65,000	pmmuoy məin pram pɔ́n
	or	hok-səp pram pɔ́n
	300,000	bɛy saɛn
	or	bɛy róoy pɔ́n

Some complex numerals occur in Drill K of this unit.

NEW VOCABULARY: Travel Terms

1. Place Names

poocəntoŋ	Pochentong (Phnom Penh's airport)
boukoo, phnum boukoo	Bokor (a resort)
kəpuŋ (kɔmpuŋ) saom	Kompong Som (a seaside resort)
kirirom	Kirirom (a resort)
sòk kèaw (srok kraw)	abroad, foreign countries
hoŋ-koŋ	Hong Kong
vieŋ-can	Vientiane
baŋkɔɔʔ	Bangkok
jaakaataa	Jakarta
sɛŋkapóo (səŋkapóo)	Singapore
khləŋ	India, Indian

2. Formalities

paspóo	passport
vizaa (visaa)	visa
kóoy	customs
sbot pɛɛt	doctor's certificate, immunization certificate
kaat	identity card (required of Cambodian citizens)
péʔmii (pəımiih) baək laan	driver's license
sbot	ticket
valiiz (valiih)	valise
həp	suitcase, trunk
chaɛk	to check

3. Adjectives and Weather Terms

ləŋıt (ŋóoŋıt)	dark
phlıı	light, bright
chıı	sick, ill
cia	well, healthy
kdaw	hot, warm
təcéʔ (trɔcéʔ)	cool, cold
(masın təcéʔ)	(air-conditioner)
phlieŋ	rain, to rain
mian	rich
krɔɔ	poor

DRILLS

Drıll A. Substıtutıon

1.	khñom taɛŋ-tə tıw kaɛp ról thŋay atıt'n.	I always go to Kep every Sunday.
2.	khñom taɛŋ-tə tıw rien phtéh puoʔ-maaʔ khñom ról thŋay atıt'n.	I always go to study at my frıend's house every Sunday.
3.	khñom taɛŋ-tə tıw rien phtéh puoʔ-maaʔ khñom ról coŋ atıt'n.	I always go to study at my frıend's house every weekend.
4.	khñom taɛŋ-təə tıw leeŋ ɔpuk-mədaay khñom ról coŋ atıt'n.	I always go to vısıt my parents every weekend.
5.	khñom taɛŋ-tə tıw leeŋ ɔpuk-mədaay khñom ról thŋay chup rien.	I always go to vısıt my parents every school holıday.
6.	khñom taɛŋ-tə tıw kaɛp ról thŋay chup rien.	I always go to Kep every school holıday.
7.	khñom taɛŋ-tə tıw kaɛp ról thŋay chup'm.	I always go to Kep every holıday.
8.	khñom taɛŋ-tə tıw kaɛp ról thŋay atıt'n.	I always go to Kep every Sunday.

Drıll B. Substıtutıon

1.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw leeŋ kaɛp!	In the hot months they usually go to Kep.
2.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw ñam baay i-poocəntoŋ!	In the hot months they usually go to Pochentong to eat.
3.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw leeŋ phnum boukoo!	In the hot months they usually go to Bokor.
4.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw leeŋ kəpuŋ saom!	In the hot months they usually go to Kompong Som.
5.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw leeŋ kirirom!	In the hot months they usually go to Kirirom.
6.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw haɛl tık!	In the hot months they usually go swımmıng.
7.	khaɛ kdaw kee taɛŋ-tə nóm khnia tıw leeŋ kaɛp!	In the hot months they usually go to Kep.

Drɪll C. Substɪtutɪon

1. kɔ́t məəl səphɪw tŋ ləŋɪt!	He's readɪng the book even though ɪt's dark.
2. kee məəl səphɪw tŋ ləŋɪt!	They're readɪng the book even though ɪt's dark.
3. kee məəl səphɪw tŋ chɪɪ!	They're readɪng the book even though they're sɪck.
4. kee thəə kaa tŋ chɪɪ!	They're workɪng even though they're sɪck.
5. kɔ́t thəə kaa tŋ chɪɪ!	He's workɪng even though he's sɪck.
6. kɔ́t thəə kaa tŋ phlieŋ!	He's workɪng even though ɪt's raɪnɪng.
7. kɔ́t məleeŋ khñom tŋ phlieŋ!	He comes to vɪsɪt me even though ɪt's raɪnɪng.
8. kee məleeŋ khñom tŋ phlieŋ!	They come to vɪsɪt me even though ɪt's raɪnɪng.

Drɪll D. Response

MODEL: Teacher. look daɛl tɪw sɔ̀k look' eh?	Have you ever gone to your native country?
Student. baat, khñom aasaa tɪw' ah.	Yes, I have gone there quite often.
1. look daɛl ñam baay cən' eh?	Have you ever eaten Chinese food?
baat, khñom aasaa ñam' nah.	Yes, I have eaten it quite often.
2. pɔpún look daɛl mɔ́o phnum-pɨñ' eh?	Has your wife ever come to Phnom Penh?
baat, pɔpún khñom aasaa mɔ́o' ah.	Yes, my wife has come quite often.
3. koun look daɛl tehaɛl tɨk ɪ-kaep' eh?	Has your son ever gone to swɪm ɪn Kep?
baat, koun khñom aasaa tɪw' ah.	Yes, my son has gone quɪte often.
4. ɔpuk look daɛl təleeŋ ŋkɔ́o' teh?	Has your father ever gone to vɪsɪt Angkor?
baat, ɔpuk khñom aasaa tɪw' ah.	Yes, my father has gone quɪte often.
5. puoˀ-maaˀ look daɛl tesɛɛ sbot tɪw sɔ̀k khmaɛ' teh?	Has your frɪend ever wrɪtten a letter to Cambodɪa?
baat, kɔ́t aasaa tesɛɛ' nah.	Yes, he has wrɪtten quɪte often.
6. look daɛl thee baay' teh?	Have you ever prepared a meal?
baat, khñom aasaa thee' ah.	Yes, I have prepared one quɪte often.

Drill E. Response: Positive and Negative

POSITIVE MODEL:

Teacher:	look mian luy sòk kèaw' teh? (baat, yuon)	Do you have any foreign money? (yes, Vietnamese)
Student:	baat, khñom mian luy yuon' khlah!	Yes, I have some Vietnamese money.

NEGATIVE MODEL:

Teacher:	look mian luy sòk kèaw' teh? (tee)	Do you have any foreign money? (no)
Student:	tee, khñom khmian' eh!	No, I don't have any.

1.	look mian luy sòk kèaw' teh? (baat, siem) baat, khñom mian luy siem' khlah!	Do you have any foreign money? (yes, Thai) Yes, I have some Thai money.
2.	look mian luy sòk kèaw' teh? (baat, pèaŋ) baat, khñom mian luy pèaŋ' khlah!	Do you have any foreign money? (yes, French) Yes, I have some French money.
3.	look mian luy sòk kèaw' teh? (tee) tee, khñom khmian' eh!	Do you have any foreign money? (no) No, I don't have any.
4.	[illegible] ([illegible]) [illegible] [illegible]	[illegible] ([illegible]) [illegible]
5.	look mian luy sòk kèaw' teh? (baat, khlaŋ) baat, khñom mian luy khlaŋ' khlah!	Do you have any foreign money? (yes, Indian) Yes, I have some Indian money.
6.	look mian luy sòk kèaw' teh? (tee) tee, khñom khmian' eh!	Do you have any foreign money? (no) No, I don't have any.
7.	look mian luy sòk kèaw' teh? (baat, hoŋ-koŋ) baat, khñom mian luy hoŋ-koŋ' khlah!	Do you have any foreign money? (yes, Hongkong) Yes, I have some Hongkong money.

Drill E. Response

MODEL: Teacher:	yəəŋ cɪt dɔl m-pɪñ!? (dɔp mənut)	Are we about to arrive in Phnom Penh? (ten minutes)
Student:	baat, nɪw-tə dɔp mənut tiet' eh!	Yes, only ten more minutes.
1.	yəəŋ cɪt dɔl pèy-ŋkóo!? (kəlah maoŋ) baat, nɪw-tə kəlah maoŋ tiet' eh!	Are we about to arrive in Saigon? (half an hour) Yes, only half an hour more.
2.	yəəŋ cɪt dɔl vieŋ-can!? (məmaoŋ) baat, nɪw-tə məmaoŋ tiet' eh!	We are about to arrive in Vientiane? (an hour) Yes, only an hour more.
3.	yəəŋ cɪt dɔl baŋkɔɔʔ' əh ɪh? (pèam-ndɔp mənut) baat, nɪw-tə pèam-ndɔp mənut tiet' eh!	Are we about to arrive in Bangkok? (fifteen minutes) Yes, only fifteen minutes more.
4.	yəəŋ cɪt dɔl ȷaakaataa!? (pèam mənut) baat, nɪw-tə pèam mənut tiet' eh!	Are we about to arrive in Jakarta? (five minutes) Yes, only five minutes more.
5.	yəəŋ cɪt dɔl sɛŋkapóo!? (məphey mənut) baat, nɪw-tə məphey mənut tiet' eh!	Are we about to arrive in Singapore? (twenty minutes) Yes, only twenty minutes more.

Drill F. Response

MODEL: Teacher:	paspóo look thee nɪw-inaa? (vaasenton)	Where was your passport issued? (Washington)
Student:	paspóo khñom thee nɪw vaasenton.	My passport was issued in Washington.
1.	sbot pɛɛt look thee nɪw-inaa? (ñiw yóok) sbot pɛɛt khñom thee nɪw ñiw yóok'ŋ.	Where was your health card issued? (New York) My health card was issued in New York.
2.	kaat look thee nɪw-inaa? (kəpuŋ caam) kaat khñom thee nɪw kəpuŋ caam.	Where was your identity card issued? (Kompong Cham) My identity card was issued in Kompong Cham.

3. paspóo look thəə nɨw-inaa? (m-piñ) paspóo khñom thəə nɨw m-piñ.	Where was your passport issued? (Phnom Penh) My passport was issued in Phnom Penh.
4. sbot pɛɛt look thəə nɨw-inaa? (parii) sbot pɛɛt khñom thəə nɨw parii.	Where was your health card issued? (Paris) My health card was issued in Paris.
5. kaat look thəə nɨw-inaa? (m-piñ) kaat khñom thəə nɨw m-piñ.	Where was your identity card issued? (Phnom Penh) My identity card was issued in Phnom Penh.

Drill H. Response

MODEL: yii, mənuh cə̀ən' ah. (məphey laan) baat, mian mənuh dɔl-tə məphey laan.	My, there are a lot of people! (twenty carsful) Yes, there are as many as twenty carsful.
1. yii, mənuh cə̀ən' ah. (məkpal-hɔh) baat, mian mənuh dɔl-tə məkpal-hɔh'ŋ.	My, there are a lot of people! (one airplaneful) Yes, there are as many as one airplaneful.
2. yii, mənuh cə̀ən' ah. (pii kpal-hɔh) baat, mian mənuh dɔl-tə pii kpal-hɔh'ŋ.	My, there are a lot of people! (two airplanesful) Yes, there are as many as two airplanesful.
3. yii, mənuh cə̀ən' ah. (pii kpal) baat, mian mənuh dɔl-tə pii kpal.	My, there are a lot of people! (two boatsful) Yes, there are as many as two boatsful.
4. yii, mənuh cə̀ən' ah. (dɔp laan) baat, mian mənuh dɔl-tə dɔp laan.	My, there are a lot of people! (ten carsful) Yes, there are as many as ten carsful.
5. yii, mian mənuh cə̀ən' ah. (məkpal) baat, mian mənuh dɔl-tə məkpal.	My, there are a lot of people! (one boatful) Yes, there are as many as one boatful.

6. yii, mənuh cėən' ah.	My, there are a lot of people!
(pėam laan)	(five carsful)
baat, mian mənuh dol-tə pėam laan.	Yes, there are as many as five carsful.

Drill I. Response

MODEL: Teacher:	soum pəhaañ paspóo khñom!	Please show me your passport.
Student:	khñom ɔt mian paspóo' teh!	I don't have a passport.

1. soum pəhaañ péʔmii baək-laan khñom!	Please show me your driver's license.
khñom ɔt mian péʔmii baək-laan' teh!	I don't have a driver's license.
2. soum pəhaañ sbot pɛɛt khñom!	Please show me your health card.
khñom ɔt mian sbot pɛɛt' teh!	I don't have a health card.
3. soum pəhaañ kaat khñom!	Please, show me your I.D. card.
khñom ɔt mian kaat' teh!	I don't have an I.D. card.
4. soum pəhaañ sbot khñom!	Please show me your ticket.
khñom ɔt mian sbot' teh!	I don't have a ticket.
5. soum pəhaañ valiiz khñom!	Please show me your valise.
khñom ɔt mian valiiz' teh!	I don't have a valise.
6. soum pəhaañ həp khñom!	Please show me your suitcase.
khñom ɔt mian həp' teh!	I don't have a suitcase.
7. soum pəhaañ vizaa khñom!	Please, show me your visa.
khñom ɔt mian vizaa' teh!	I don't have a visa.

Drill J. Substitution

1. soum look chup məphlɛɛt, khñom trəw chaɛk paspóo look!	Please stop a moment, sir-- I must check your passport.
2. soum look chup məphlɛɛt, khñom trəw chaɛk həp look!	Please stop a moment, sir-- I must check your suitcase.
3. soum look chup məphlɛɛt, khñom trəw chaɛk valiiz look!	Please stop a moment, sir-- I must check your valise.
4. soum look chup məphlɛɛt, khñom trəw chaɛk sbot pɛɛt look!	Please stop a moment, sir-- I must check your health card.
5. soum look chup məphlɛɛt, khñom trəw chaɛk kaat look!	Please stop a moment, sir-- I must check your identity card.

6.	soum look chup məphlɛɛt, khñom trəw chaɛk péˀmii baək-laan look!	Please stop a moment, sir-- I must check your driver's license.
7.	soum look chup məphlɛɛt, khñom trəw chaɛk sbot look!	Please stop a moment, sir-- I must check your ticket.

Drill K. Response

MODEL:	Teacher:	sbot look leek pəmaan? (3, 100)	What's the number of your ticket? (3, 100)
	Student:	sbot khñom leek bɛy pón məróoy!	The number of my ticket is 3, 100.

1.	sbot look leek pəmaan? (3, 942)	What's the number of your ticket? (3, 942)
	sbot khñom leek bɛy pón pmbuon róoy saɛ-səp pii!	The number of my ticket is 3, 942.
2.	ktup look leek pəmaan? (25)	What's the number of your room? (25)
	ktup khñom leek məphey pèam.	My room number is 25.
3.	paspóo look leek pəmaan? (4, 982)	What's the number of your passport? (4, 982)
	paspóo khñom leek buon pón pmbuon róoy paɛt-səp pii!	My passport number is 4, 982.
4.	phtéh look leek pəmaan? (12)	What's the number of your house? (12)
	phtéh khñom leek dəp-pii!	The number of my house is 12.
5.	kaat look leek pəmaan? (2, 914)	What's the number of your I. D. card? (2, 914)
	kaat khñom leek pii pón pmbuon róoy dəp-buon!	The number of my I.D. card is 2614.
6.	péˀmii baək-laan look leek pəmaan? (560)	What's the number of your driver's license? (560)
	péˀmii baək-laan khñom leek pèam róoy hok-səp!	The number of my driver's license is 560.

Drill L. Transformation

MODEL: Teacher: phtéh khñom lʔɔɔ, haəy sʔaat tiet! (kəlaɛŋ haɛl tik)	My house is pretty, and clean too. (swimming pool)
Student: phtéh khñom lʔɔɔ haəy sʔaat tiet, mian tŋ kəlaɛŋ haɛl tik phɔɔŋ!	My house is pretty and clean too-- it even has a swimming pool.
1. vial kpal-hɔh thom, haəy lʔɔɔ tiet! (kəlaɛŋ lúʔ baay)	The airport is large, and attractive too. (restaurant)
vial kpal-hɔh thom haəy lʔɔɔ tiet, mian tŋ kəlaɛŋ lúʔ baay phɔɔŋ!	The airport is large and attractive too-- it even has a restaurant.
2. niaŋ nih sʔaat, haəy mian tiet! (kpal-hɔh muoy)	This young lady is pretty, and rich too. (an airplane)
niaŋ nih sʔaat haəy mian tiet, mian tŋ kpal-hɔh muoy phɔɔŋ!	This young lady is pretty and rich too-- she even has an airplane.
3. laan khñom thom, haəy lʔɔɔ tiet! (raadyou)	My car is large, and pretty too. (radio)
laan khñom thom haəy lʔɔɔ tiet, mian tŋ raadyou phɔɔŋ!	My car is large and pretty too-- it even has a radio.
4. kəlaɛŋ nih mian mənuh móo pii krup srok! (eskiimou)	This place has people who come from every country. (Eskimos)
kəlaɛŋ nih mian mənuh móo pii krup srok, mian tŋ eskiimou phɔɔŋ!	This place has people who come from every country-- it even has Eskimos.
5. phtéh khñom mian rəbɔh craən nah! (masin tecéʔ)	My house has a lot of things in it. (air-conditioner)
phtéh khñom mian rəbɔh craən nah, mian tŋ masin tecéʔ phɔɔŋ!	My house has a lot of things in it-- it even has an air-conditioner.

Drill M. Transformation

MODEL: Teacher:	taŋ-pii khñom móo sòk amərik, khñom m-daεl ñam məhoup cən' eh! (pèaŋ)	Since coming to America, I've never eaten Chinese food. (French)
Student:	taŋ-pii khñom móo sòk amərik, khñom m-daεl ñam məhoup cən' eh, pətaε khñom aasaa ñam məhoup pèaŋ' nah.	Since coming to America, I've never eaten Chinese food, but I've often eaten French food.
1.	taŋ-pii khñom móo sòk khmaε, khñom m-daεl məəl səphıw ɔŋglee' teh! (khmaε)	Since coming to Cambodia, I've never read English books. (Cambodian)
	taŋ-pii khñom móo sòk khmaε, khñom m-daεl məəl səphıw ɔŋglee' teh, pətaε khñom aasaa məəl səphıw khmaε' nah.	Since coming to Cambodia, I've never read English books, but I've often read Cambodian books.
2.	taŋ-pii khñom móo sòk khmaε, khñom m-daεl məəl kon amərikaŋ' teh! (khmaε)	Since coming to Cambodia, I've never seen American movies. (Cambodian)
	taŋ-pii khñom móo sòk khmaε, khñom, m-daεl məəl kon amərikaŋ' teh, pətaε khñom aasaa məəl kon khmaε' nah.	Since coming to Cambodia, I've never seen American movies, but I've often seen Cambodian movies.
3.	taŋ-pii khñom móo sòk pèaŋ, khñom m-daεl tətuol sbot pii sòk amərik' teh! (sòk khmaε)	Since coming to France, I've never received any letters from America. (Cambodia)
	taŋ-pii khñom móo sòk pèaŋ, khñom m-daεl tətuol sbot pii sòk amərik' teh, pətaε khñom aasaa tutuol sbot pii sòk khmaε' nah.	Since coming to France I've never received any letters from America, but I've often received letters from Cambodia.
4.	taŋ-pii khñom móo sòk amərik, khñom m-daεl məəl səphıw' teh! (kasaεt)	Since coming to America, I've never read any books. (magazines)
	taŋ-pii khñom móo sòk amərik, khñom m-daεl məəl səphıw' teh, pətaε khñom aasaa məəl kasaεt' ah.	Since coming to America I've never read any books, but I've often read magazines.
5.	taŋ-pii khñom móo sòk amərik, khñom m-daεl cuop kót' eh! (telefoun tıw kót)	Since coming to America, I've never seen him. (telephoned to him)
	taŋ-pii khñom móo sòk amərik, khñom m-daεl cuop kót' eh, pətaε khñom aasaa telefoun tıw kót' ah.	Since coming to America, I've never seen him, but I've often telephoned to him.

Drill N. Special Response Drill

(You will hear a statement, followed by a question. Answer the question.)

1.	sʔaɛk kót tıw m-piñ!	Tomorrow he's going to Phnom Penh.
	ɔt tooh, kót tıw inaa?	Pardon me, where is he going?
	baat, kót tıw m-piñ!	He's going to Phnom Penh.
2.	sʔaɛk kót tıw m-piñ!	Tomorrow he's going to Phnom Penh.
	ɔt tooh, kót tıw ŋkaal?	Excuse me, when is he going?
	baat, kót tıw sʔaɛk!	He's going tomorrow.
3.	sʔaɛk im tıw m-piñ?	Tomorrow Im's going to Phnom Penh.
	ɔt tooh, néʔ-naa tıw m-piñ?	Pardon me, who's going to Phnom Penh?
	baat, im tıw m-piñ!	Im's going to Phnom Penh.
4.	sʔaɛk kót tıw m-piñ taam kpal-hɔh!	Tomorrow he's going to Phnom Penh by plane.
	ɔt tooh, kót tıw taam ɛy?	Excuse me, how's he going?
	baat, kót tıw taam kpal-hɔh!	He's going by plane.
5.	sʔaɛk kót tıw m-piñ tiñ laan!	Tomorrow he's going to Phnom Penh to buy a car.
	ɔt tooh, kót tıw m-piñ tiñ ɛy?	Excuse me, what's he going to Phnom Penh to buy?
	baat, kót tıw m-piñ tiñ laan!	He's going to Phnom Penh to buy a car.
6.	sʔaɛk kót tıw m-piñ cəmuoy sım!	Tomorrow he's going to Phnom Penh with Sim.
	ɔt tooh, kót tıw m-piñ cəmuoy néʔ-naa?	Excuse me, who's he going to Phnom Penh with?
	baat, kót tıw m-piñ cəmuoy sım!	He's going to Phnom Penh with Sim.

UNIT 38

BASIC DIALOGUE

	Traveler	
1.	khñom coŋ tiñ səbot muoy tıw póoy-pɛɛt!	I want to buy a ticket to Poipet.
	Official	
2.	ɔt tooh! aləw ɔh kəlaɛŋ' əh. nıw mian tə maoŋ pii-ndɔp yup'm.	I'm sorry. All the seats are taken now. There is still (space) only on the midnight (train).
	Traveler	
3.	m ɛy' teh! khñom khmian pəñap pəmaan' teh!	That's all right. I'm in no hurry.
4.	thəə tmnaə yup, kɔ sùol məyaaŋ daɛ, púh təcéʔ' phɔɔŋ.	Travelling at night is nice, in one way, because it's cool.
	Official	
5.	coh look coŋ baan səbot thómədaa, rıı coŋ mian ktup keeŋ?	Sir, do you want an ordinary ticket, or do you want to have a sleeping compartment?
	Traveler	
6.	khñom coŋ baan ktup muoy tə-mənéʔ aɛŋ!	I want a compartment, all by myself.
	Official	
7.	ou, thlay ntɛc' əh.	Oh, that's a little expensive!
	Traveler	
8.	mian ɛy? atiah-phləəŋ tədɔl póoy-pɛɛt maoŋ pəmaan?	That's all right. At what time does the train arrive in Poipet?
	Official	
9.	ou, pəhaɛl maoŋ dɔp pə̀k khaaŋ-sʔaɛk'ŋ.	Oh, about ten o'clock in the morning day after tomorrow.
10.	púh look tə̀w-tə cam atiah-phləəŋ nıw battəbɔɔŋ məŋay!	Because you must wait for the train one day in Battambang.
	Traveler	
11.	coh dɔl khñom tədɔl póoy-pɛɛt, khñom thəə mɛc' tıw?	And then, when I arrive in Poipet, what do I do?

	Offıcıal	
12.	baat, look tèw-tə pdou atiah-phleəŋ nıw póoy-pɛɛt.	You have to change traıns ın Poıpet. Poıpet.
13.	púh aləw atiah-phleəŋ m coul sòk siem' teh!	Because now the traıns don't go ınto Thaıland.
	Traveler	
14.	dɔl tədɔl sòk siem, thəə mɛc' dɛh?	When I arrıve ın Thaıland, what do I do then?
	Offıcıal	
15.	ou, khmian cmnaot' teh'	Oh there's no problem.
16.	look tıw téˀ-tóoŋ nŋ pəlih siem' tıw. kee cuoy naɛ-nóm look' əh.	You go and contact the Thaı polıce, and they'll help guıde you.

DIALOGUE FOR COMPREHENSION

néˀ thvəə dɔmnaə	néˀ lúˀ sɔmbot
1. khñom cɔŋ tiñ sɔmbot muoy tıw póoy-pɛɛt.	
	2. ɔt tooh! ɛyləw ɔh kɔnlaɛŋ haəy. nıw mian taɛ maoŋ pii-dɔndɔp yup.
3. mın ɛy tee! khñom khmian prɔñap ponmaan tee.	
4. thvəə dɔmnaə yup kɔɔ sruol məyaaŋ daɛ, prúh trɔcéˀ phɔɔŋ.	
	5. coh look cɔŋ baan sɔmbot thómmədaa, rıı cɔŋ mian bɔntup keeŋ?
6. khñom cɔŋ baan bɔntup muoy taɛ məné aɛŋ.	
	7. ou, thlay bɔntɛc haəy!
8. mian ɛy? róotiah-phleəŋ tıw dɔl póoy-pɛɛt maoŋ ponmaan?	
	9. ou, prɔhaɛl maoŋ dɔp prək khaaŋ-sˀaɛk.
	10. prúh look trəw-taɛ cam róotiah-phleəŋ nıw batdɔmbɔɔŋ məthŋay.
11. coh dɔl khñom tıw dɔl póoy-pɛɛtˀ, khñom thvəə mɛc tıw?	
	12. baat, look trəw-taɛ pdou róotiah-phleəŋ nıw póoy-pɛɛt.
	13. prúh ɛyləw róotiah-phleəŋ mın coul srok siem tee.
14. dɔl tıw dọl srok siem, thvəə mɛc daɛ?	
	15. ou, khmian cɔmnaot tee.
	16. look tıw téˀ-tóoŋ nıŋ polih siem tıw. kee cuoy naɛ-nóm look haəy.

NOTE: Classifiers

1. Noun-Numeral Constructions

Some quantity expressions in Cambodian involve only nouns, plus verbs like /mian/, its negatives, /ɔh/ and /krup/ (see Unit 37, Note 1). One such pattern, with the verb /ɔh/, is reviewed in Drills A and B of this unit. But the great majority of quantity expressions require the use of numerals in close relationships with nouns, in specialized patterns which are quite different from their English equivalents.

So far, you have encountered four major types of construction involving both nouns (N) and numerals (X). They are as follows:

a)	XN:	pmmuoy maoŋ	six hours
		dɔp kelou	ten kilometers
		meróoy riel	one hundred riels
		pii sephiw	two volumes (of the same work)
b)	NX:	otaɛl muoy	a hotel
		laan pram	five cars
		sephiw pii	two books
c)	NXN:	koun seh pii néʔ	two students
		look sɔŋ bɛy ɔŋ	three priests
		kenat buon maɛt	four yards of cloth
		menuh pram laan	five carsful of people
d)	N (tii, leek) X:	thŋay tii-mephey	the twentieth (day)
		ptup leek saam-sep	room no. 30
		thnaʔ leek-pii	second class
		maoŋ pmmuoy	six o'clock (the sixth hour)

Constructions a), b), and c) all refer to quantity, while construction d) refers to position in an ordered series. (A special case of a) is the discontinuous construction of the type /medooŋ-pii/ 'once or twice'-- see Unit 33, Note 4.) More complex constructions are formed by interlocking two of the basic constructions, especially when type b) is split by one of the others:

b) /kedah pii/ 'two bills' plus a) /dɔp riel/ 'ten riels' gives:
/kedah dɔp-riel pii/ 'two ten-riel bills.'

b) /sebot bɛy/ 'three tickets' plus d) /thnaʔ leek-muoy/ 'first class' gives: /sebot thnaʔ-leek-muoy bɛy/ 'three first-class tickets.'

Superficially, constructions b) and d) often appear identical:

b)	laan pii	two cars
d)	maoŋ pii	two o'clock (the second hour)

It can be shown, however, that the constructions are different from the point of view of syntax as well as meaning: type b) can be split, either, as above, by another numeral construction, or by various parts of the predicate, as in the following:

khñom tiñ laan baan pii. 'I was able to buy two cars.'

(See also Unit 36, Note 2 end, and Drill D.) Construction c) cannot be split in this way, but only by a few predictable items such as /tii/ and /leek/. Neither can construction a) be separated. But construction c) can be split in the same ways as construction b) with the division always coming between the first noun and the combination numeral-noun: N/XN.

aoy sac-koo khñom mə-kilou' mɔɔk. 'Give me one kilogram of beef.'

(This type of split is repeated many times in Drills C and D of this unit.) This shows clearly that construction c) is, in fact, a combination of types a) and b):

a)	pii laan	two carsful
b)	sephiw pii	two books
c)	sephiw/pii laan	two carloads of books
(not	sephiw pii/laan)	

2. Numeral Substitutes

Besides the actual numerals, a few other items are frequently found in the position designated by X in the constuctions of the preceding section. (See also Unit 37, Note 6). The only such numeral substitute found in all four basic noun-numeral constructions is /pemaan/ 'how many.' Examples:

a) XN:	pemaan maoŋ	how many hours?
	rɔ́l thŋay	every day
	kɑnlah maoŋ	half an hour
	krup muk	all kinds
	cuən kaal	sometimes
b) NX:	maoŋ pemaan	what time? (how many o'clock)
	otaɛl khlah	some hotels
	mekhaɛ kɑnlah	a month and a half
	(Note that the last example is a very special case)	
c) NXN:	Same patterns as a) XN.	
d) N (leek, tii) X:	thŋay tii-pemaan	what date?
	ptup leek-pemaan	what number room?

One of the common constructions of the numeral substitute /pemaan/ is reviewed in Drill F of this unit-- expressions with /pemaan tiet/ 'how many more?'

3. Definition of Classifier

Any noun found in the position of N in construction a) above (XN) will henceforth be called a classifier. There is a small sub-class of nouns which are found almost exclusively in this position, and which, as a group, more often fill the position than any other kind of noun; these will be called unit classifiers.

As far as meaning is concerned, the larger category of classifiers consists of weights, measures (of time, distance, or value) and containers for things not weighed, measured, or valued in the standard way (see list in New Vocabulary, 3). The unit classifiers, on the other hand, designate pieces, shapes, or other units of substances conceived in the mass. The actual meaning of unit classifiers, unless they refer to people (e.g. /neə/ and /ɔŋ/), usually has to do with the typical shape of the thing counted.

Some English equivalents of classifiers are the following:

a) Quantitative type-- a glass of milk, a pound of cheese, a yard of cloth, a spoonful of sugar, a minute of silence, a nickel's worth of candy, an acre of land, a box of matches, a pack of cigarettes.

b) Unit type-- a grain of sand, a piece of chalk, a sheet of paper, a head of cattle, a loaf of bread, a slice of toast, a stick of chewing-gum.

4. Classifiers in Identifying Constructions

Another important use of classifiers, besides counting units and measuring quantities, is in identifying individual members of a large class of objects referred to by the same noun. This construction frequently involves one of the set of four common items called demonstratives:

naa	'which'	nuŋ	'the, that'
nih	'this'	nuh	'that, yonder'

Examples:

səlɨk-naa	'which sheet (of paper)'
kuu-nih	'this pair (of shoes)'
ɔŋ-nuŋ	'that one (monk)'
khaaŋ-nuh	'the other one (of two)'

Many Cambodian nouns, however, do not have any unit classifier associated with them-- e.g. /khmaw-day/ 'pencil.' When it is necessary to identify a particular member of such a class of objects, there are two possibilities:

a) The demonstrative can be put directly after the noun:

khmaw-day naa?	'which pencil?'
laan nuh	'that car'

b) When the noun has just been mentioned (by any speaker in the conversation), or is for some reason obvious, the demonstrative is hooked to a prefix /aa-/:

aanaa vɛɛŋ ciaŋ?	'Which one is longer?'
aanih thom ciaŋ!	'This one is bigger.'

This prefix /as-/, which never occurs by itself or with numerals, is thus a classifier substitute, taking the place of the classifier in the identifying construction only. Besides the demonstratives, the second position in the identifying construction can be filled by adjectives as well:

askhiev thom ciaŋ 'The blue one is bigger.'

This pattern is the subject of Drills G, I, and J. In Drills H and K, you will practice the same pattern with real unit classifiers in the place of /as-/. Note that the classifiers /néə?/ and /dɔɔŋ/ have special forms, /mənéə?/ and /mədɔɔŋ/ respectively, in the identifying construction:

néə?-naa	'who?'	mənéə?-naa	'which one (person)?'
pii néə?	'two people'	mənéə?-nuh	'that one (person)'
pii dɔɔŋ	'twice'	mədɔɔŋ-nih	'this time'

NEW VOCABULARY (including some old words)

1. Nouns

kəlaɛŋ (kɔnlaɛŋ)	space, room
səbot (sɔmbot)	ticket, letter
kòap (króp)	bullet
luy	money
sac	meat
sac-koo	beef
sbaek-cəəŋ	shoes
pɔɔm	apples
byee (byéə)	beer
kədah (krədaah)	paper, bank-note
səmləy	cotton
thmoo	stone
pèə? (prə?)	silver, money
mieh	gold
spian	bridge
atiah-phleeŋ	railroad
outoray	diesel train
tehian	military
sivil	civilian

2. Verbs and Adjectives

chləəŋ	to cross
ca? thnam	to inject (medicine)
cóp	firm, durable
phoy	unstable, flimsy
pəkaɛ (pukaɛ)	skillful, clever
sàal (sraal)	light (in weight)

akòoʔ (aakrɔʔ)	bad
sdaəŋ	thin
cah	old
piñ	full (said of things)
cʔaɛt	full (said of people)

3. Classifiers

a) Containers

kaɛw	glass
pɛɛŋ̇	cup
dɔɔp	bottle
caan	dish
sàom (sraom)	envelope
səpìa (slaap-pria)	spoonful
laan	carful
kpal	boatful
kpal-hɔh	planeful
thuŋ	basket
pəʔɔp (prɔʔɔp)	box
kəcɔp (kɔñcɔp)	pack

b) Measures

kəlou (kilou)	kilo (-gram, -meter)
mət (maɛt)	meter
kraam	gram
liit	litre
riel	riel, piastre
mənut, niatii	minute
maoŋ	hour, o'clock
thŋay	day
atit	week
khaɛ	month
chnam	year
dɔɔŋ	time (instance)

c) Unit Classifiers

néʔ	person
ɔŋ	revered person
kòm (krom)	group
kuu	a pair
khaaŋ	one of a pair

sələk (sɔnlək)	sheet, slice
chbap	copy
kòap (krɔ́p)	pill, grain
mat	mouthful

Classifier	Used for (Examples)	
néʔ	kruu, təhian	teacher, soldier
ɔŋ	look sɔŋ	monk
kòm	krom phleeŋ	orchestra
kuu	sbaɛk-cəəŋ	shoes
khaaŋ	sbaɛk, lɛc, kaət	shoes, west, east
sələk	kədah	paper
chbap	mee-rien	lesson
kòap	baay, thnam	rice, medicine
mat	piaʔ	word

DRILLS

Drill A. Response: Positive.

MODEL: Teacher: ɔh kəlaɛŋ haəy-iniw? Is the space all used up?
Student: baat, ɔh kəlaɛŋ' əh. Yes, it's all used up.

1. ɔh səbot haəy-iniw? Are the tickets all gone?
baat, ɔh səbot' əh. Yes, they're all gone.

2. ɔh baay haəy' iniw? Is the rice all gone?
baat, ɔh baay' əh. Yes, it's all gone.

3. ɔh kòap haəy-iniw? Are the bullets all gone?
baat, ɔh kòap' əh. Yes, they're all gone?

4. ɔh luy haəy-iniw? Are (you) out of money?
baat, ɔh luy' əh. Yes, (I'm) all out.

5. ɔh sac haəy-iniw? Is the meat all gone?
baat, ɔh sac' əh. Yes, it's all gone.

6. ɔh mənuh haəy-iniw? Is that the last of the people?
baat, ɔh mənuh' əh. Yes, that's the last of them.

Drill B. Response: Negative.

MODEL: Teacher: ɔh kəlaɛŋ haəy-iniw?	Is the space all used up?
Student: baat, m-tón ɔh kəlaɛŋ' teh!	No, it isn't used up yet.
1. ɔh səbot haəy-iniw?	Are the tickets all gone?
baat, m-tón ɔh səbot' teh!	No, they aren't all gone yet.
2. ɔh baay haəy-iniw?	Is the rice all gone?
baat, m-tón ɔh baay' teh!	No, there is still some left.
3. ɔh kòap haəy-iniw?	Are the bullets all gone?
baat, m-tón ɔh kòap' teh!	No, they aren't all gone yet.
4. ɔh luy haəy-iniw?	Are (you) out of money?
baat, m-tón ɔh luy' teh!	No, (I) still have some left.
5. ɔh sac haəy-iniw?	Is the meat all gone?
baat, m-tón ɔh sac' teh!	No, it's not all gone yet.
6. ɔh mənuh haəy-iniw?	Is that the last of the people?
baat, m-tón ɔh mənuh' teh!	No, that isn't the last of them yet.

Drill C. Response

MODEL: Teacher: aoy sac-koo khñom bɛy kəlou' moh. (mə-kəlou)	Can I have three kilos of beef? (one kilo)
Student: baat, khñom niw mian tɛ mə-kəlou' teh!	Well, I only have one kilo left.
1. aoy sac-koo khñom mə-kəlou' teh! (kəlah kəlou)	Let me have a kilo of beef? (half a kilo)
baat, khñom niw mian tɛ kəlah kəlou' teh!	Well, I only have half a kilo left.
2. aoy sbaɛk-cəəŋ khñom bɛy kuu' moh. (məkuu)	Can you give me three pairs of shoes? (one pair)
baat, khñom niw mian tɛ məkuu' teh!	Well, I only have one pair left.
3. aoy səphiw khñom bɛy' moh. (muoy)	Let me have three of the books? (one)
baat, khñom niw mian tɛ muoy' teh!	Well, I only have one left.
4. aoy paom khñom pèam kəlou' moh. (pii kəlou)	Could I have five kilos of apples? (two kilos)
baat, khñom niw mian tɛ pii kəlou' teh!	Well, I only have two kilos left.
5. aoy luy khñom məpón' moh. (pèam róoy)	Can you let me have a thousand (riels)? (500)
baat, khñom niw mian tɛ pèam róoy' teh!	Well, I only have five hundred left.

6. aoy byɛɛ khñom buon dɔɔp' moh.	Give me four bottles of beer?
(bɛy dɔɔp)	(three bottles)
baat, khñom nıw mian tɛ bɛy dɔɔp' teh!	Well, I only have three left.
7. aoy kədah khñom bɛy sələk' moh.	Let me have three sheets of paper?
(mə-sələk)	(one sheet)
baat, khñom nıw mian tɛ mə-sələk' teh!	Well, I only have one sheet left.

Drill D. Transformation

MODEL: Teacher: khñom tə̀w-kaa sac-koo mə-kəlou!	I want a kilo of beef.
Student: aoy sac-koo khñom mə-kəlou' moh.	Give me a kilo of beef.
1. khñom tə̀w-kaa sbaɛk-cəəŋ məkuu!	I want a pair of shoes.
aoy sbaɛk-cəəŋ khñom məkuu' moh.	Give me a pair of shoes.
2. khñom tə̀w-kaa səphıw bɛy!	I want three books.
aoy səphıw khñom bɛy' moh.	Give me three books.
3. khñom tə̀w-kaa paom pə̀am kəlou!	I want five kilos of apples.
aoy paom khñom pə̀am kəlou' moh.	Give me five kilos of apples.
4. khñom tə̀w-kaa luy məpón riel!	I want a thousand riels.
aoy luy khñom məpón riel' moh.	Give me a thousand riels.
5. khñom tə̀w-kaa byɛɛ buon dɔɔp!	I want four bottles of beer.
aoy byɛɛ khñom buon dɔɔp' moh.	Give me four bottles of beer.
6. khñom tə̀w-kaa kədah pii sələk!	I want two sheets of paper.
aoy kədah khñom pii sələk' moh.	Give me two sheets of paper.

Drill E. Response.

MODEL: Teacher: mun-n slieʔ-pə́ʔ yəəŋ tə̀w thəə ɛyʔ (ŋuut tık)	What must we do before getting dressed? (bathe)
Teacher: mun-n slieʔ-pə́ʔ yəəŋ tə̀w ŋuut tık.	Before getting dressed we must bathe.
1. mun-n coul sòk siem look tə̀w thəə ɛyʔ (daə chlɔɔŋ spian muoy)	What must he do before entering Thailand? (walk across a bridge)
mun-n coul sòk siem look tə̀w daə chlɔɔŋ spian muoy.	In order to enter Thailand he must walk across a bridge.

2. mun-n ñam baay look tə̀w thəə ɛy? (liaŋ day) mun-n ñam baay look tə̀w liaŋ day.	What should he do before eating? (wash hands) Before eating he should wash his hands.
3. mun-n tıw hìən look tə̀w thəə ɛy? (tıw psaa) mun-n tıw hìən look tə̀w tıw psaa.	Before studying what must he do? (go to market) Before studying he must go to the market.
4. mun-n lup muk look tə̀w thəə ɛy? (doh thmiñ) mun-n lup muk look tə̀w doh thmiñ.	What should he do before washing his face? (brush teeth) He should brush his teeth before washing his face.
5. mun-n cɛñ tıw sòk kə̀aw look tə̀w thəə ɛy? (caʔ thnam) mun-n cɛñ tıw sòk kə̀aw look tə̀w caʔ thnam.	What does he have to do before going abroad? (get shots) Before going abroad he has to get shots.
6. mun-n coul məəl kon look tə̀w thəə ɛy? (tiñ səbot) mun-n coul məəl kon look tə̀w tiñ səbot.	What must he do before going in to see the show? (buy tickets) He must buy tickets before going in to see the show.
7. mun-n niyiəy look tə̀w thəə ɛy? (kıt) mun-n niyiəy look tə̀w kıt.	Before speaking, what should he do? (think) Before speaking, he should think.

Drill F. Response.

MODEL: Teacher: pəmaan kəlou tiət dɔl? (pmmuoy)	How many more kilometers till (we) get there? (6)
Student: pmmuoy kəlou tiət dɔl' əh.	Six more kilometers.
1. pəmaan mənut tiət cɔp? (məphey) məpey mənut tiət cɔp' əh.	How many more minutes till it's over? (20) It'll be over in twenty minutes.
2. pəmaan thŋay tiət haəy? (bɛy) bɛy thŋay tiət haəy' əh.	How many more days before it's over? (3) Three more days.
3. pəmaan néʔ tiət krup? (pram) pram néʔ tiət krup' əh.	How many more people still to come? (5) Five more people and they'll all be here.

4.	pəmaan liit tiet piñ? (dɔp) dɔp liit tiet piñ' əh.	How many more litres before it's full? (10) Ten more litres.
5.	pəmaan caan tiet cʔaɛt? (pii) pii caan tiet cʔaɛt' əh.	How many more bowls before you're full? (2) Two more bowls.
6.	pəmaan khaɛ tiet kót móo viñ? (buon) buon khaɛ tiet kót móo viñ' əh.	How many more months before he'll be back? (4) He'll be back in four months.

Drill G. Response.

MODEL: Teacher:	aakəhɔɔm haəy-ŋ aakhiew, aanaa thom ciaŋ? (aakhiew)	Which is bigger, the red one or the blue one? (blue one)
Student:	aakhiew thom ciaŋ!	The blue one is bigger.
1.	outoray nɪŋ atiah-phleəŋ, aanaa lɪən ciaŋ? (outoray) outoray lɪən ciaŋ!	Which is faster, the diesel or the steam train? (diesel) The diesel is faster.
2.	pèaʔ haəy-ŋ mieh, aanaa thlay ciaŋ? (mieh) mieh thlay ciaŋ!	Which costs more, silver or gold? (gold) Gold costs more.
3.	kadiyéʔ haəy-ŋ liŋkon, aanaa lʔɔɔ ciaŋ? (liŋkon) liŋkon lʔɔɔ ciaŋ!	Which is better, a Cadillac or a Lincoln? (Lincoln) A Lincoln is better.
4.	sɔmley haəy-ŋ thmɔɔ, aanaa thŋún ciaŋ? (thmɔɔ) thmɔɔ thŋún ciaŋ!	Which is heavier, cotton or stone? (stone) Stone is heavier.
5.	aatouc haəy-ŋ aathom, aanaa lʔɔɔ ciaŋ? (aatouc) aatouc lʔɔɔ ciaŋ!	Which is better, the little one or the big one? The little one is better.
6.	aasɔɔ haəy-ŋ aakhmaw, aanaa cóp ciaŋ? (aasɔɔ) aasɔɔ cóp ciaŋ!	Whic is more durable, the white one or the big one? (little one) The white one is more durable.
7.	məməɪn haəy-ŋ məsaɛn, aanaa cèən ciaŋ? (məsaɛn) məsaɛn cèən ciaŋ!	Which is more, 10,000 or 100,000? (100,000) 100,000 is more.

Drill H. Response.

MODEL: Teacher:	khaaŋ-cəəŋ haəy-nɨŋ khaaŋ-thbouŋ, khaaŋ-naa khlaŋ ciaŋ? (khaaŋ-thbouŋ)	Which side is stronger, the North or the South? (the South)
Student:	khaaŋ-thbuoŋ khlaŋ ciaŋ!	The South is stronger.
1.	təhian haəy-nɨŋ sivil, khaaŋ-naa sùol ciaŋ? (sivil)	Which side is preferable, the military or civilian? (civilian)
	sivil sùol ciaŋ!	The civilian (side) is preferable.
2.	khaaŋ-lɛc haəy-nɨŋ khaaŋ-kaət, khaaŋ-naa khlaŋ ciaŋ? (khaaŋ-lɛc)	Which side is stronger, the West or the East?
	khaaŋ-lɛc khlaŋ ciaŋ!	The West is stronger.
3.	khaaŋ-nih haəy-nɨŋ khaaŋ-nuh, khaaŋ-naa pəkaɛ ciaŋ? (khaaŋ-nih)	Which side is more skillful, this one or that one? (this side)
	khaaŋ-nih pəkaɛ ciaŋ!	This side is more skillful.
4.	khaaŋ-chvɛəŋ haəy-nɨŋ khaaŋ-sdam, khaaŋ-naa pəkaɛ ciaŋ? (khaaŋ-sdam)	Which is more skillful, the left side or the right side? (right side)
	khaaŋ-sdam pəkaɛ ciaŋ!	The right side is more skillful.
5.	khaaŋ-thbouŋ haəy-nɨŋ khaaŋ-cəəŋ, khaaŋ-naa mian təhian cə̀ən ciaŋ? (khaaŋ-cəəŋ)	Which side has more troops, the South or the North? (the North)
	khaaŋ-cəəŋ mian təhian cə̀ən ciaŋ!	The North has more troops.
6.	khaaŋ vóppəthóa haəy-nɨŋ khaaŋ nəyoobaay, khaaŋ-naa pəbaaˀ ciaŋ? (khaaŋ-nəyoobaay)	Which is harder, cultural affairs or political affairs? (political affairs)
	khaaŋ-nəyoobaay pəbaaˀ ciaŋ!	Political affairs are harder.

Drill I. Transformation

MODEL: Teacher:	aakhiew thom ciaŋ aakəhoom!	The blue one is bigger than the red one.
Student:	aakhiew haəy-nɨŋ aakəhoom, aanaa thom ciaŋ?	Which is bigger, the blue one or the red one?
1.	outoray lɨən ciaŋ atiah-phləəŋ!	The diesel is faster than the steam train.
	outoray haəy-nɨŋ atiah-phləəŋ, aanaa lɨən ciaŋ?	Which is faster, the diesel or the steam train?

2. mieh thlay ciaŋ pèaʔ! mieh haəy-nŋ pèaʔ, aanaa thlay ciaŋ?	Gold is worth more than silver. Which is worth more, gold or silver?
3. liŋkon lʔɔɔ ciaŋ kadyéʔ! liŋkon haəy-nŋ kadyéʔ, aanaa lʔɔɔ ciaŋ?	Lincolns are better than Cadillacs. Which are better, Lincolns or Cadillacs?
4. thmɔɔ thŋún ciaŋ sɔmley! thmɔɔ haəy-nŋ sɔmley, aanaa thŋún ciaŋ?	Stone is heavier than cotton. Which is heavier, stone or cotton?
5. aatouc lʔɔɔ ciaŋ aathom! aatouc haəy-nŋ aathom, aanaa lʔɔɔ ciaŋ?	The little one is better than the big one. Which is better, the little one or the big one?
6. aasɔɔ cóp ciaŋ aakhmaw! aasɔɔ haəy-nŋ aakhmaw, aanaa cóp ciaŋ?	The white one is firmer than the black one. Which is firmer, the white one or the black one?
7. məsaɛn cèən ciaŋ məməın! məsaɛn haəy-nŋ məməın, aanaa cèən ciaŋ?	100,000 is more than 10,000. Which is more, 100,000 or 10,000?

Drill J. Transformation.

MODEL: Teacher: aakhìew thom ciaŋ aakəhɔɔm! (touc)	The blue one is bigger than the red one. (smaller)
Student: aakəhɔɔm touc ciaŋ aakhìew!	The red one is smaller than the blue one.
1. outoray lıən ciaŋ atiah-phləəŋ! (yııt)	The diesel is faster than the steam train. (slower)
atiah-phləəŋ yııt ciaŋ outoray!	The steam train is slower than the diesel.
2. mieh thlay ciaŋ pèaʔ! (thaok)	Gold is more expensive than silver. (cheaper)
pèaʔ thaok ciaŋ mieh!	Silver is cheaper than gold.
3. kadyéʔ thaok ciaŋ liŋkon! (thlay)	Cadillacs are cheaper than Lincolns. (more expensive)
liŋkon thlay ciaŋ kadyéʔ!	Lincolns are more expensive than Cadillacs.

4.	thmɔɔ thŋún ciaŋ sɔmley! (sraal) sɔmley sraal ciaŋ thmɔɔ!	Stone is heavier than cotton. (lighter) Cotton is lighter than stone.
5.	aatouc lʔɔɔ ciaŋ aathom! (akrɔʔ) aathom akrɔʔ ciaŋ aatouc!	The little one is better than the big one. (worse) The big one is worse than the little one.
6.	aasɔɔ cóp ciaŋ aakhmaw! (phoy) aakhmaw phoy ciaŋ aasɔɔ!	The white one is firmer than the black one. (less firm) The black one is less firm than the white one.
7.	məsaɛn cèən ciaŋ məməın! (tɛc) məməın tɛc ciaŋ məsaɛn!	100,000 is more than 10,000. (less) 10,000 is less than 100,000.

Drill K. Response.

MODEL: Teacher:	koun səh pii néʔ' nuh, mənéʔ-naa cɛh ciaŋ? (mənéʔ-nih)	Of those two student , which one is smarter? (this one)
Student:	baat, mənéʔ-nih cɛh ciaŋ!	This one is smarter.

1.	look sɔŋ pii ɔŋ' nuh, ɔŋ-naa cah ciaŋ? (ɔŋ-nih) baat, ɔŋ-nih cah ciaŋ!	Of those two monks, which one is older? (this one) This one is older.
2.	byɛɛ pii dɔɔp' nuh, dɔɔp-naa chŋañ ciaŋ? (dɔɔp-nih) baat, dɔɔp-nih chŋañ ciaŋ!	Of those two bottles of beer, which is better-tasting? (this one) This one is better-tasting.
3.	kədah pii səlek' nuh, səlek-naa sdaəŋ ciaŋ? (səlek-nih) baat, səlek-nih sdaəŋ ciaŋ!	Of those two sheets of paper, which one is thinner? (this one) This one is thinner.
4.	sbaɛk-cəəŋ pii kuu' nih, kuu-naa lʔɔɔ ciaŋ? (kuu-nih) baat, kuu-nih lʔɔɔ ciaŋ!	Of those two pairs of shoes, which is better? (this pair) This pair is better.
5.	səphıw pii' nuh, aanaa thaok ciaŋ? (aanih) baat, aanih thaok ciaŋ!	Of those two books, which one is cheaper? (this one) This one is cheaper.

UNIT 39

BASIC DIALOGUE

	Driver	
1.	laan khñom m chɛh, pəhaɛl ɔh akuy' əh.	My car won't start-- the battery must be run down.
	Friend	
2.	mɛc baan-tə look thaa ñcəŋ?	Why do you say that?
	Driver	
3.	baan-tə khñom thaa ñcəŋ, púh faa m chɛh,, siflee m lii,, raadyou m chɛh..	The reason I say that is because the lights won't go on, the horn won't sound, and the radio won't go on.
	Friend	
4.	ñcəŋ pəhaɛl ɔh akuy mɛɛn' əh.	Then I guess it really is run down.
	Driver	
5.	nih' ə, laan khñom' ə.	Here's my car.
	Friend	
6.	məəl deemarəi' məəh.	Try the starter once.
7.	m chɛh' teh! tól-tə róo ciəŋ' əh.	It doesn't start. Have to find a mechanic (before it will).
	Driver	
8.	coh təróo ciəŋ inaa' tiw?	Well where can we find a mechanic?
	Friend	
9.	baat, mian garaah muoy niw cit vót pəloom.	There's a garage near Wat Pralome.
	Driver	
10.	coh haw kee móo pəchɛh məphlɛɛt, baan' teh?	Could we ask them to come and start it up?
	Friend	
11.	mian ɛy?	Sure, why not.
	Driver	
12.	kee yóo pəmaan' tiw.	How much will they charge for it?
	Friend	
13.	baat, thómədaa məróoy haasep'm.	Normally it's a hundred and fifty.

Driver

14.	ñceŋ look cuun khñom tıw mephlɛɛt, baan' teh?	Then would you mind taking me there?

Friend

15.	mian ɛy?	Why not?

DIALOGUE FOR COMPREHENSION

néʔ baek-laan	puoʔ-maaʔ
1. laan khñom mın chɛh. prɔhaɛl ɔh aakuy haey.	2. mɛc baan-taɛ look thaa eñceŋ?
3. baan-taɛ khñom thaa eñceŋ, prúh faa mın chɛh, siiflee mın lıı, raadyou mın chɛh.	4. eñceŋ prɔhaɛl ɔh aakuy mɛɛn haey.
5. nih laan khñom.	6. meel deemareı meel.
	7. mın chɛh tee. tól-taɛ róoʔ ciaŋ haey.
8. coh tıw róoʔ ciaŋ aɛnaa tıw?	9. mian garaaž muoy nıw cıt vót prɔloom.
10. coh haw kee móoʔ boñchɛh mephlɛɛt baan tee?	11. mian ɛy?
12. kee yóoʔ ponmaan tıw?	13. baat, thómmedaa meróoy haasep.
14. eñceŋ look cuun khñom tıw mephlɛɛt baan tee?	15. mian ɛy?

NOTE: Two-Clause Constructions

The drills of this unit emphasize sequences of two clauses forming a single sentence construction. Such sequences are characterized by conjunctions or other signals (such as modifiers referring to time or cause and effect) in the first clause, in the second clause, or in both clauses. Other sequences have no conjunction or other signal in either clause-- in such cases, the clauses are bound together by intonation alone. Below are the patterns, with a key to the Basic Sentences and Drills in which they occur.

Drill

A, B 1. laan khñom m chɛh, pohaɛl ɔh akuy' əh.

'My car won't start-- the battery must be dead.'

No conjunction, time, or cause-and-effect word; connection made by intonation only. Note that the association of the two clauses is closer in Drill B. than in Drill A, where the first clause ends in /teh/.

C, D. 3. baan-tə khñom thaa ñcəŋ, púh faa m chɛh!

'The reason I say that is because the lights won't go on.'

Two conjunctions, one in each clause, closely related in meaning. This example represents the most tightly-knit type of two-clause construction. Note also that there is no /teh/ at the end of the second clause.

E, F, I. 7. m chɛh' teh! tól-tə róo ciaŋ' əh.

'It won't start unless we find a mechanic!
(It won't start-- we'll have to find a mechanic.)

The conjunction /tól-tə/ (/tól-taɛ/) in the second clause makes the only connection.

F. (Student's response)

khñom pah' əh, niw-tə m təŋ.

'I patched (the tire) already, (but) it's still not full.

Opposition of the antonyms /əh/ (/haəy/) 'already' at the end of the first clause with /niw-tə/ (/niw-taɛ/) 'still' at the beginning of the second clause makes the connection, although neither item is a conjunction.

G. (Student's response)

coh, oy kee məpah, kee yóo pəmaan' tiw?

'Well the, if they come patch it up, how much will they charge?'
(How much will it cost to have them come patch it up?)

Here, /oy/ is not a conjunction, in the strictest sense, but has the force of one in connection with the intonation linkage of the two clauses. Note the two possibilities of translation into English.

J. (Student's response)

laan khñom douc-cia ɔh akuy' əh, baan-cia m chɛh'ŋ.

'My car must have a run-down battery so that (as a result of which) it doesn't start!

The combination of pre-verbal /douc-cia/ 'apparently' and the conjunction /baan-cia/ gives almost the reverse image of the combination /baan-tə/ and /púh/ which you encountered in Drills C and D.

NEW VOCABULARY: Automobile Terms

Nouns

laan	car, spring (watch)
motou	motorbike; motor
kɔŋ	bicycle; wheel
sikhlou	cyclo, pedicab
masin (masiin)	engine, machine
sikhlou masin	motor-cyclo
raadyou	radio
nialikaa	watch, clock
garaah (garaaž)	garage
phleeŋ	fire, electricity
akuy (aakuy)	electricity
thuŋ	tank, bucket
thuŋ tik	radiator
thuŋ akuy, akuy	battery (car)
pil (piil)	battery (small)
faa	lamp, headlight
siflee (saphlee)	horn
deemarəi	starter
kɔntaʔ	contact, ignition
frɛŋ (fraŋ)	brakes
ambreyaah	clutch
pil day	flashlight
frɛŋ day	hand-brake
freŋ cəəŋ	foot-brake
pèeŋ (preeŋ)	petroleum, oil
pèeŋ saŋ, saŋ	gasoline
ciaŋ	artisan, mechanic (expert with hands)

Verbs and Adjectives

baək laan	drive a car
ɔh	out of, used up, run down
sɔp kɔŋ	inflate a tire
théʔ sikhlou	peddle a cyclo
pdou	to exchange
pdou masin	change engines
pəlut (póolut)	to disconnect
pəlut masin	turn off the motor

thəə laəŋ thmɛy	to repair (general)
chɛh	to burn, light, go on
pəchɛh (bɔñchɛh)	to (cause to) burn, etc.
pah kɔŋ	patch a tire
bmpiñ (bɔmpiñ)	to fill up
šaažee	to charge (electricity)
təŋ	firm, full, inflated
phlii	bright, lit up
lii	loud, to sound
sùol (sruol)	easy, smooth
baək kontaʔ	turn on ignition
théʔ frɛŋ	step on the brakes
khouc	broken, lost, not operating
baɛk	broken, smashed, punctured
daə	to run, operate right
dac	broken by separation
thaɛm	to add
ruñ	to pull
teeŋ	to push
tiw muk	to go forward
thɔɔy kòoy (kraoy)	to back up

DRILLS

Drill A. Substitution

1. laan khñom m chɛh' teh, pəhaɛl khouc' əh. — My car won't start-- it must be broken.
2. laan khñom m chɛh' teh, pəhaɛl ɔh akuy' əh. — My car won't start-- the battery must be run down.
3. motou khñom m chɛh' teh, pəhaɛl ɔh akuy' əh. — My motorbike won't start-- the battery must be run down.
4. motou khñom m chɛh' teh, pəhaɛl ɔh saŋ' əh. — My motorbike won't start-- it must be out of gas.
5. motou khñom m tiw muk' teh, pəhaɛl ɔh saŋ' əh. — My motorbike won't go forward-- it must be out of gas.
6. laan khñom m tiw muk' teh, pəhaɛl ɔh saŋ' əh. — My car won't go forward-- it must be out of gas.

7. laan khñom m tɪw muk' teh, pəhaɛl khouc' əh.	My car won't go forward-- it must be broken.
8. laan khñom m chɛh' teh, pəhaɛl khouc' əh.	My car won't start-- it must be broken.

Drill B. Response

MODEL: Teacher: laan khñom m chɛh!	My car won't start.
(ɔh akuy)	(battery run down)
Student: laan khñom m chɛh, pəhaɛl ɔh akuy' əh.	My car won't start-- the battery must be run down.
1. laan khñom m tɪw muk!	My car won't go forward.
(ɔh saŋ)	(out of gas)
laan khñom m tɪw muk, pəhaɛl ɔh saŋ' əh.	My car won't go forward-- it must be out of gas.
2. raadyou khñom m chɛh!	My radio won't come on.
(ɔh pɪl)	(battery dead)
raadyou khñom m chɛh, pəhaɛl ɔh pɪl' əh.	My radio won't come on-- the battery must be dead.
3. kɔŋ laan khñom m təŋ!	My car-tire isn't inflated.
(baɛk)	(punctured)
kɔŋ laan khñom m təŋ, pəhaɛl baɛk' əh.	My tire is low-- it must be punctured.
4. faa khñom m phlɪɪ!	My headlights don't go on.
(dac)	(disconnected)
faa khñom m phlɪɪ, pəhaɛl dac' əh.	My headlights don't go on-- they must be disconnected.
5. siflee khñom m lɪɪ! (ɔh phləəŋ)	My horn doesn't sound. (no juice)
siflee khñom m lɪɪ, pəhaɛl ɔh phləəŋ' əh.	My horn doesn't sound-- it must not be getting any juice.
6. nialikaa khñom m daə!	My watch won't run.
(ɔh laan)	(spring worn out)
nialikaa khñom m daə, pəhaɛl ɔh laan' əh.	My watch won't run-- the spring must be worn out.

Drill C. Transformation

MODEL:	Teacher: laan khñom ɔh akuy' əh. (m chɛh)	My car's battery is run down. (won't start)
	Student: baan-tə khñom thaa ñcəŋ, púh via m chɛh!	The reason I say that is that it won't start.
1.	laan khñom ɔh saŋ' əh. (m tɪw muk)	My car's out of gas. (won't go forward)
	baan-tə khñom thaa ñcəŋ, púh via m tɪw muk!	The reason I say that is that it won't go forward.
2.	raadyou khñom ɔh pɪl' əh. (m chɛh)	My radio battery is run down. (won't come on)
	baan-tə khñom thaa ñcəŋ, púh via m chɛh!	The reason I say that is that it won't come on.
3.	kɔŋ laan khñom baɛk' əh. (m təŋ)	My car-tire is punctured. (not inflated)
	baan-tə khñom thaa ñcəŋ, púh via m təŋ!	The reason I say that is that it's not inflated.
4.	faa khñom dac' əh. (m phlɪɪ)	My lights are broken. (won't go on)
	baan-tə khñom thaa ñcəŋ, púh via m phlɪɪ!	The reason I say that is that they won't go on.
5.	nialikaa khñom ɔh laan' əh. (m daə)	My watch-spring is worn out. (won't run)
	baan-tə khñom thaa ñcəŋ, púh via m daə!	The reason I say that is that it won't run.

Drill D. Transformation and Response

MODEL:	Teacher: laan khñom ɔh akuy' əh. (m chɛh)	My car's battery is run down. (won't start)
	baan-tə khñom thaa ñcəŋ, púh via m chɛh!	The reason I say that is that it won't start.
	Student: ñcəŋ pəhaɛl ɔh akuy mɛɛn' əh.	Then it really must be run down.
1.	laan khñom ɔh saŋ' əh. (m tɪw muk)	My car's out of gas. (won't go forward)
	baan-tə khñom thaa ñcəŋ, púh via m tɪw muk!	The reason I say that is that it won't go forward.
	ñcəŋ pəhaɛl ɔh saŋ mɛɛn' əh.	Then it really must be out of gas.

2. raadyou khñom ɔh pɪl' əh. (m chɛh) baan-tə khñom thaa ñcəŋ, púh via m chɛhJ ñcəŋ pəhaɛl ɔh pɪl mɛɛn' əh.	My radio battery is run down. (won't come on) The reason I say that is that it won't come on. Then it really must be run down.
3. kɔŋ laan khñom baɛk' əh. (m təŋ) baan-tə khñom thaa ñcəŋˀ púh via m təŋJ ñcəŋ pəhaɛl baɛk mɛɛn' əh.	My car-tire is punctured. (not inflated) The reason I say that is that it's not inflate. Then it really must be punctured.
4. faa khñom dac' əh. (m phlɪɪ) baan-tə khñom thaa ñcəŋ, púh via m phlɪɪJ ñcəŋ pəhaɛl dac mɛɛn' əh.	My·lights are broken. (won't go on) The reason I say that is that they won't go on. Then it really must be broken.
5. nialikaa khñom ɔh laan' əh. (m daə) baan-tə khñom thaa ñcəŋ, púh via m daəJ ñcəŋ pəhaɛl ɔh laan mɛɛn' əh.	My watch-spring is worn out. (won't run) The reason I say that is that it won't run. Then the spring really must be worn out.

Drill E. Response

MODEL: Teacher: m chɛh' tehJ (róo ciaŋ)	It won't start. (find a mechanic)
Student: baat, pəhaɛl m chɛh' teh, tól-tə róo ciaŋ' əh.	It won't start unless we find a mechanic.
1. m təŋ' tehJ (pah) baat, pəhaɛl m təŋ' teh, tól-tə pah' əh.	It won't inflate. (patch it) It won't inflate until it's patched.
2. m sùol' tehJ (thaɛm pèeŋ) baat, pəhaɛl m sùol' teh, tól-tə thaɛm pèeŋ' əh.	It's not smooth. (add oil) It won't be smooth until we add oil.
3. m lɪən' əhJ (pdou masɪn) baat, pəhaɛl m lɪən' eh, tól-tə pdou masɪn' əh.	It's not fast. (change engine) It won't be fast unless we change the engine.
4. m chɛh' tehJ (šaažee akuy) baat, pəhaɛl m chɛh' teh, tól-tə šaažee akuy' əh.	It won't start. (charge the battery) It won't start until we charge the battery.

5.	m tıw' teh! (ruñ) baat, pəhaɛl m tıw' teh, tól-tə ruñ' əh.	It won't go. (push it) It won't go unless we push it.
6.	m chup' eh! (pəlut masın) baat, pəhaɛl m chup' eh, tól-tə pəlut masın' əh.	It won't stop. (turn off engine) It won't stop until you turn off the engine.
7.	m chɛh' teh! (baək kɔntaʔ) baat, pəhaɛl m chɛh' teh, tól-tə baək kɔntaʔ' əh.	It won't start. (turn on ignition) It won't start unless you turn on the ignition.

Drill F. Transformation and Response

MODEL: Teacher:	m təŋ' teh! baat, m təŋ' teh, tól-tə pah' haəy.	It won't inflate. It won't inflate until it's patched.
Student:	baat, khñom pah' əh, nıw-tə m təŋ.	Well I patched it, and it still won't inflate.
1.	m sùol' eh! baat, m sùol' eh, tól-tə thaɛm pèeŋ' əh. baat, khñom thaɛm pèeŋ' əh, nıw-tə m sùol.	It doesn't run smooth. It won't run smooth until we add oil. Well, I added oil, and it still doesn't run smooth.
2.	m lıən' eh! baat, m lıən' eh, tól-tə pdou masın' əh. baat, khñom pdou masın' əh, nıw-tə m lıən.	It won't go fast. It won't go fast unless we change the engine. Well, I changed the engine, and it still won't go fast.
3.	m chɛh' teh! baat, m chɛh' teh, tól-tə šaažee akuy' əh. baat, khñom šaažee akuy' əh, nıw-tə m chɛh'ŋ.	It won't start. It won't start until the battery is charged. Well, I charged the battery, and it still won't start.
4.	m tıw' teh! baat, m tıw' teh, tól-tə ruñ' əh. baat, khñom ruñ' əh, nıw-tə m tıw.	It won't go. It won't go unless we push it. Well, I pushed it, and it still won't go.

5.	m chup' eh! baat, m chup' eh, tól-tə pəlut masin' əh. baat, khñom pəlut masin' əh, niw-tə m chup'm.	It won't stop. It won't stop until you turn off the engine. Well, I turned off the engine, and it still won't stop.
6.	m chɛh' teh! baat, m chɛh' teh, tól-tə baək kɔnta?' əh. baat, khñom baək kɔnta?' əh, niw-tə m chɛh'ŋ.	It won't start. It won't start until you turn on the key. Well, I turned on the key, and it still won't start.

Drill G. Response

MODEL: Teacher:	m təŋ' teh! (pah)	It won't inflate.
Student:	coh, oy kee məpah, kee yóo pəmaan' tiw?	Well, how much will it cost to have them come and patch it?
1.	m sùol' eh! (thaɛm pèeŋ) coh, oy kee məthaɛm pèeŋ, kee yóo pəman' tiw?	It doesn't run smooth. (add oil) Well, how much will it cost to have them come and add oil?
2.	m liən' eh! (pdou masin) coh, oy kee mə-pdou masin, kee yóo pəmaan' tiw.	It doesn't run fast. (change the engine) Well, how much will it cost to have them come and change the engine?
3.	m chɛh' teh! (šaažee akuy) coh, oy kee məšaažee akuy, kee yóo pəmaan' tiw?.	It won't start. (charge the battery) Well, how much will it cost to have them come and charge the battery?
4.	m tiw' teh! (ruñ) coh, oy kee məruñ, kee yóo pəmaan' tiw.	It won't go. (push) Well, how much will it cost to have them come and push it?
5.	m chup' teh! (pəlut masin) coh, oy kee məpəlut masin, kee yóo pəmaan' tiw?	It won't stop. (turn off the engine) Well, how much will it cost to have them come and turn off the engine?
6.	m chɛh' teh! (baək kɔnta?) coh, oy kee məbaək kɔnta?'ŋ, kee yóo pəmaan' tiw?	It won't start. (open the switch) Well, how much will it cost to have them come and open the switch?

Drill H. Substitution

1. coh haw kee móo pəcɛh məphlɛɛt, baan' eh?	Well, could we call them to come and start it?
2. coh haw kee móo pah məphlɛɛt, baan' eh?	Well, could we call them to come and patch it?
3. ñcəŋ look cuoy pah məphlɛɛt, baan' eh?	Then could you help me to patch it?
4. ñcəŋ look cuoy ruñ məphlɛɛt, baan' eh?	Then could you help me to push it?
5. ñcəŋ look cuoy pdou masin məphlɛɛt, baan' eh?	Then could you help me to change the engine?
6. coh haw kee móo pdou masin məphlɛɛt, baan' eh?	Well, could we call them to come and change the engine?
7. coh haw kee móo thaɛm pèəŋ məphlɛɛt, baan' eh?	Well, could we call them to come and add some oil?
8. coh haw kee móo šaažee akuy məphlɛɛt, baan' eh?	Well, could we call them to come and charge the battery?
9. coh haw kee móo pəcɛh məphlɛɛt, baan' eh?	Well, could we call them to come and start it?

Drill I. Response.

MODEL:	Teacher: məəl deemarəi' məəh. (m chɛh' teh, róo ciaŋ)	Try the starter once. (won't start, find a mechanic)
	Student: m chɛh' teh, tól-tə róo ciaŋ' əh.	It won't start-- we'll have to find a mechanic.

1. məəl saŋ' məəh.	Take a look at the gas.
(ɔh haəy, thaɛm)	(all gone, add)
ɔh haəy, tól-tə thaɛm' əh.	It's all gone-- we'll have to add some.
2. məəl kɔŋ' məəh.	Take a look at the tire.
(m təŋ' teh, pah)	(not inflated, patch)
m təŋ' teh, tól-tə pah' əh.	It's not inflated-- we'll have to patch it.
3. məəl frɛŋ' məəh.	Try the brakes once.
(khouc' əh, róo ciaŋ)	(don't work, call mechanic)
khouc' əh, tól-tə róo ciaŋ' əh.	They don't work-- we'll have to call a mechanic.

4. meel raadyou' meeh. (ɔh pıl' eh, róo ciaŋ) ɔh pıl' eh, tól-te róo ciaŋ' eh.	Try the radio once. (battery dead, call a mechanic) The battery's dead-- we'll have to call a mechanic.
5. meel faa' meeh. (m phlıı' teh, pdou) m phlıı' teh, tól-te pdou' eh.	Try the lights once. (don't light, change) The lights don't light-- we'll have to change them.
6. meel motou' meeh. (m sùol' eh, thaɛm pèeŋ) m sùol' eh, tól-te thaɛm pèeŋ'eh.	Try the motor. (not smooth, add oil) It's not smooth-- we'll have to add some oil.
7. meel siflee' meeh. (m lıı' teh, róo ciaŋ) m lıı' teh, tól-te róo ciaŋ' eh.	Try the horn once. (doesn't sound, call a mechanic) It doesn't sound-- we'll have to call a mechanic.

Drill J. Transformation.

MODEL: Teacher: laan khñom m chɛh/ pehaɛl ɔh akuy' eh.	My car won't start. The battery must be run down.
Student: laan khñom douc-cia ɔh akuy' eh, baan-cia m chɛh'ŋ.	My car's battery must be run down, and that's why it won't start.
1. laan khñom m tıw muk/ pehaɛl ɔh saŋ' eh. laan khñom douc-cia ɔh saŋ' eh, baan-cia m tıw muk'ŋ.	My car won't go forward. It must be out of gas. My car must be out of gas, and that's why it won't go forward.
2. raadyou khñom m chɛh/ pehaɛl ɔh pıl' eh. raadyou khñom douc-cia ɔh pıl' eh, baan-cia m chɛh'ŋ.	My radio won't come on. The battery must be dead. My radio's battery must be dead, and that's why it won't come on.
3. faa khñom m phlıı/ pehaɛl cah' haey. faa khñom douc-cia cah' eh, baan-cia m phlıı.	My lights aren't bright. They must be old (burning out). My lights must be burning out, and that's why they aren't bright.

4. siflee khñom m lɨɨ/ pehacl cah' haey.	My horn isn't loud. It must be old. (wearing out)
siflee khñom douc-cia cah' ɔh, baan-cia m lɨɨ.	My horn must be wearing out, and that's why it isn't loud.
5. nialikaa khñom m dae/ pehacl ɔh laan' ɔh.	My watch doesn't run. The spring must be worn out.
nialikaa khñom douc-cia ɔh laan' ɔh, baan-cia m dae.	My watch-spring must be wearing out, and that's why it doesn't run.

UNIT 40

NARRATION

(In literary style)

1. chnam tɨw, khñom baan thvəə dɔmnaə cumvɨñ piiphup look.

2. khñom cəñ pii vaasentaon thŋay tii-muəy, khaɛ viccəkaa.

3. pii vaasentaon tɨw ñiw yóok, khñom cih rotɨəh-phləəŋ.

4. khñom chup nɨw ñiw yóok məthŋay.

5. thŋay bontóp, khñom koo laəŋ kpal-hoh chpŭəh tɨw tii-kroŋ loŋ.

1. Last year, I made a trip around the world.
2. I left Washington on the first of November.
3. From Washington to New York, I rode the train.
4. I stopped over in New York for a day.
5. The next day, I got on the plane for London.

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6. kpal-hoh daəl khñom cih tɨw loŋ thom nah.

7. kee mian boñcaaŋ kon aoy məəl phɔɔŋ, nɨw peel kpal-hoh kompŭŋ hoh.

8. tɨw dol loŋ, khñom koo pdou tɨw kpal-hoh muəy tiət rəbɔh krom-hun ɛa froŋ.

9. dɔmnaə pii loŋ tɨw parii chap nah. ɔh peel taɛ mənaoŋ tee.

6. The plane that I rode to London was a very big one.
7. They showed movies for us to see, too, while the plane was in flight.
8. On arriving in London, I transferred to another plane belonging to the
   Air France (Company).
9. The trip from London to Paris was very quick. It took only an hour.

- - - - - - - - - - - -

10. bəy thŋay kraoy mɔ́ɔʔ, khñom trəw thvəə dɔmnaə vɛɛŋ nah, kɨɨ pii parii tɨw
    phnum piñ.

11. kpal hoh daəl khñom cih tɨw phnum piñ chup taɛ pii dɔmnaʔ tee, kɨɨ ataen
    ha haəy-nɨŋ kaarachii.

12. khñom ʔət mian dou kpal-hoh tee.

13. luh khñom tɨw dol pooosentoŋ, khñom khmiən khəəñ nɛ́ʔ-naa mɔ́ɔʔ totuəl khñom tee.

14. doucchnɨh haəy, khñom trəw cih laan chnuəl tɨw phnum piñ.

15. luh tɨw dol phnum piñ, khñom koo cih sikhlou tɨw phtɛ́h khñom.

10. Three days later, I had to make a very long journey-- from Paris to
    Phnom Penh.
11. The plane that I rode to Phnom Penh only made two stops-- at Athens and
    Karachi.

12. I didn't change planes at all.
13. When I arrived at Pochentong (Airport), I didn't see anyone there to meet me.
14. So I had to ride the bus into Phnom Penh.
15. When I got into Phnom Penh, I took a cyclo to my house.

- - - - - - - - - - - - - -

16. khñom chup leeŋ niw phnum piñ ciaŋ pii aatit.

17. khñom cap thvee domnae móo' saha'rót amerik viñ thŋay tii-mophey, khaɛ dodaɛl.

18. khñom chup niw hoŋ-koŋ pii thŋay, haey-niŋ niw havay bɛy thŋay.

19. khñom móo' dol vaasentaon thŋay mophey-prambuon, khaɛ vicceka.

20. khñom coh niw vial kpal-hoh dulles.

21. vial kpal-hoh nih l'oo nah, haey taam khñom aamaan, cia vial kpal-hoh
    l'oo ciaŋ kee khnoŋ piiphup look.

22. nih cia domnae muoy reboh khñom, daɛl khñom min aac bomphlic baan.

16. I stayde in Phnom Pen for more than two weeks.
17. I began the trip back to the United States on the 20th of the same month.
18. I stopped over in Hong Kong for two days, and in Hawaii for three days.
19. I arrived in Washington on the 29th of November.
20. I got off at Dulles Airport.
21. This airport is a very beautiful one-- in my opinion, the most beautiful
    one in the world.
22. This was one trip of mine that I am not likely to be able to forget.

NOTE: Question-Words and Conjunctions

In this unit we review the subject of question-words (interrogative words), conjunctions, and their relationship with each other. Read the original note on question-words in Unit 16, the special treatment of /naa/ in Unit 27, and of /naa/ as a demonstrative in Unit 38 (Note 3). *Review the discussion of time-words* (Unit 30) and conjunctions (Unit 32).

Question-words frequently enter into constructions with negatives, with the English translation nearly always being 'nothing, nowhere, nobody,' etc. Similarly, when question-words precede certain conjunctions, especially /koo/, the effect is 'anything, anywhere, anybody.' Examples of both kinds of constructions:

Negatives: m ey' teh! (min ey tee.)

'It's nothing. (Never mind. Don't mention it.)

khmian nenaa niw phtéh' teh!

'There was nobody at home.'

min-ce lien ponmaan' teh!

'It's to no extent fast. (It's not very fast at all.)

they m mian?

'Of course there are some. (Why wouldn't there be any?)

Conjunctions: thəə ɛy kɔ baan' daɛ.

'(You) can do anything (you like).'

nənaa kɔ baan.

'Anybody will do.'

look cɔŋ tiw naa, kee kɔ naɛ-nóm look.

'Anywhere you want to go, they'll advise you about it.'

Note, however, that when the question intonation occurs on the end of the sentence, the whole sentence is a question, even when a conjunction is present (question-word and conjunction underlined in the examples):

mɛc baan-tə look thaa ñcəŋ?

'Why do you say a thing like that?'

ponmaan maoŋ baan dɔl?

'How long does it take to get there?

The four basic question-words in Cambodian, /ɛy, naa, pəmaan, mɛc/, all occur both alone and in compounds and derivatives. Following is a summary of the question-words, with English meanings given to cover cases like the above for the four main items, and the principal derivatives also listed.

1. ɛy (ɔvɛy) 'what, something, anything, nothing'

sʔɛy (cia-ɛy)	'what'	mian ɛy	'sure, why not'
they (thəə-ɛy)	'why'		

2. naa 'where, somewhere, anywhere, nowhere; which, either, neither'

inaa (aɛnaa)	'where'	nənaa (néʔ-naa)	'who'
yaaŋ-naa	'how, what kind'	kaalnaa	'when'
tənaa (tiw naa)	'where to'	ŋkaal	'when'

3. pəmaan (ponmaan) 'how many, how much, any amount, some amount, none'

tii-pəmaan (tii-ponmaan)	'which in a series'

4. mɛc (mədɛc) 'how, why, somehow, anyhow, any way, no way'

yaaŋ-mɛc	'how'	thaa mɛc	'in what words'
mɛc baan-tə (mɛc baan-cia)	'why, how come'		

NEW VOCABULARY. Months

Names for the months of the year in Cambodian exist in three varieties: 1) numbering systems, 2) names derived from the French names for months, and 3) official names for the months, ultimately derived from Sanskrit and Pali names. The first two kinds of names are subject to considerable variation--the numbering systems start at different points of departure (not always in January, and not always on the first day of the Western calendar), and the French names vary widely in pronunciation, depending mainly on how well the speaker knows French and who he first learned the names from. The official names of months are more stable, both as to reference and pronunciation, but they have only recently been introduced and at present there are still many Cambodian speakers who have never heard of them.

The official names, with current standard pronunciation, are listed below.

mé?kəraa	January	kakkədaa	July
komphé?	February	sɛyhaa	August
minaa (mi?nia)	March	kaññaa	September
meesaa	April	tollaa (to?laa)	October
ɔhsəphia	May	viccəkaa	November
mitthonaa	June	thnuu	December

DRILLS

Drill A. Substitution

1. chnam tɨw, khñom baan thəə dɔmnaə cumviñ piiphup look!	Last year I took a trip around the world.
2. chnam tɨw, khñom baan thəə dɔmnaə *tɨw pèy-ŋkóo*!	Last year I took a trip *to Saigon*.
3. chnam tɨw, khñom baan *cuun kee* tɨw pèy-ŋkóo!	Last year I *took them* to Saigon.
4. chnam tɨw, *look baan* cuun kee tɨw pèy-ŋkóo!	Last year *you* took them to Saigon.
5. chnam tɨw, look baan *thəə dɔmnaə* tɨw pèy-ŋkóo!	Last year you *took a trip* to Saigon.
6. chnam tɨw, *khñom baan* thəə dɔmnaə tɨw pèy-ŋkóo!	Last year *I* took a trip to Saigon.
7. chnam tɨw, khñom baan thəə dɔmnaə *cumviñ piiphup look*!	Last year I took a trip *around the world*.

Drill B. Response

MODEL: Teacher:	look cɛñ pii vaasəntaon thŋay tii-pəmaan? (tii-muoy)	On what date did you leave Washington? (the first)
Student:	khñom cɛñ pii vaasəntaon thŋay tii-muoy	I left Washington on the first.
1.	look cɛñ pii vaasəntaon khaɛ ɛy? (khaɛ viccəkaa)	What month did you leave Washington? (November)
	khñom cɛñ pii vaasəntaon khaɛ viccəkaa!	I left Washington in November.
2.	look cɛñ pii vaasəntaon maoŋ pəmaan? (maoŋ pii prək)	What time did you leave Washington? (two a.m.)
	khñom cɛñ pii vaasəntaon maoŋ pii prək!	I left Washington at two a.m.
3.	look cɛñ pii vaasəntaon cəmuoy nənaa? (mənéʔ aɛŋ)	Who did you leave Washington with? (alone)
	khñom cɛñ pii vaasəntaon mənéʔ aɛŋ!	I left Washington alone.
4.	look cɛñ pii vaasəntaon taam ɛy? (taam atiah-phləəŋ)	How (by what) did you leave Washington? (by train)
	khñom cɛñ pii vaasəntaon taam atiah-phləəŋ!	I left Washington by train.
5.	look cɛñ pii vaasəntaon taam phləw leek pəmaan? (taam phləw leek saɛsəp)	By what route did you leave Washington? (by Route 40)
	khñom cɛñ pii vaasəntaon taam phləw leek saɛsəp!	I left Washington by Route 40.

Drill C. Transformation:. Question from Statement

MODEL: Teacher:	khñom cɛñ pii vaasəntaon thŋay tii-muoy!	I left Washington on the first.
Student:	look cɛñ pii vaasəntaon thŋay tii-pəmaan?	What day did you leave Washington?
1.	khñom cɛñ pii vaasəntaon khaɛ viccəkaa!	I left Washington in November.
	look cɛñ pii vaasəntaon khaɛ ɛy?	What month did you leave Washington?
2.	khñom cɛñ pii vaasəntaon maoŋ pii prək!	I left Washington at two a.m.
	look cɛñ pii vaasəntaon maoŋ pəmaan?	What time did you leave Washington?

3.	khñom ceñ pii vaasəntaon mənéaeŋ!	I left Washington alone.
	look ceñ pii vaasəntaon cəmuoy nənaa?	Who did you leave Washington with?
4.	khñom ceñ pii vaasəntaon taam atiah-phləəŋ!	I left Washington by train.
	look ceñ pii vaasəntaon taam ɛy?	How (by what) did you leave Washington?
5.	khñom ceñ pii vaasəntaon taam phləw leek saɛsəp!	I left Washington by Route 40.
	look ceñ pii vaasəntaon taam phləw leek pəmaan?	By what route did you leave Washington?

Drill D. Substitution

1.	khñom ceñ pii vaasəntaon thŋay tii-muoy, khaɛ viccəkaa!	I left Washington on the first of November.
2.	khñom ceñ pii ñiw yóok thŋay tii-muoy, khaɛ viccəkaa!	I left New York on the first of November.
3.	look ceñ pii vaasəntaon thŋay tii-muoy, khaɛ viccəkaa!	You left New York on the first of November.
4.	look ceñ pii ñiw yóok thŋay tii-muoy, khaɛ thnuu!	You left New York on the first of December.
5.	look ceñ pii ñiw yóok thŋay tii-pram, khaɛ thnuu!	You left New York on the fifth of December.
6.	khñom ceñ pii ñiw yóok thŋay tii-pram, khaɛ thnuu!	I left New York on the fifth of December.
7.	khñom ceñ pii ñiw yóok thŋay tii-pram, khaɛ viccəkaa!	I left New York on the fifth of November.
8.	khñom ceñ pii vaasəntaon thŋay tii-pram, khaɛ viccəkaa!	I left Washington on the fifth of November.
9.	khñom ceñ pii vaasəntaon thŋay tii-muoy, khaɛ viccəkaa!	I left Washington on the first of November.

Drıll E. Response

MODEL: Teacher:	look cih ɛy pii vaasəntaon tıw ñiw yóok? (atiah-phleəŋ)	What dıd you take (rıde) from Washington to New York? (traın)
Student:	khñom cih atiah-phleəŋ pii vaasəntaon tıw ñiw yóok!	I took the traın from Washıngton to New York.
1.	look tıw ñiw yóok taam phləw naa? (leek saɛsəp)	What route dıd you take to New York? (number 40)
	khñom tıw ñiw yóok taam phləw leek saɛsəp!	I took Route 40 to New York.
2.	look baək laan ɔh peel pəmaan? (buon maoŋ)	How many hours dıd you drıve? (four hours)
	khñom baək laan ɔh buon maoŋ!	I drove for four hours.
3.	look coul-cət tıw taam ɛy? (kpal-hɔh)	How do you lıke to go? (plane)
	khñom coul-cət tıw taam kpal-hɔh!	I lıke to go by plane.
4.	look tıw dɔl ñiw yóok maoŋ pəmaan? (maoŋ pram)	What tıme dıd you get to New York? (fıve o'clock)
	khñom tıw dɔl ñiw yóok maoŋ pram!	I got to New York at fıve o'clock.
5.	look tıw ñiw yóok thəə ɛy? (tiñ ɛyvan)	Why dıd you go to New York? (to shop)
	khñom tıw ñiw yóok tiñ ɛyvan!	I went to New York to shop.

Drıll F. Substıtutıon

1.	kpal-hɔh daɛl khñom cih tıw loŋ, thom' nah.	The plane that I took to London was a very bıg one.
2.	kpal-hɔh daɛl khñom cih tıw loŋ, lıən' nah.	The plane that I took to London was a very fast one.
3.	laan daɛl khñom cih tıw loŋ, lıən' nah.	The car that I took to London was a very fast one.
4.	laan daɛl khñom cih tıw loŋ, touc' nah.	The car that I took to London was a very small one.
5.	laan daɛl khñom cih tıw loŋ, lʔɔɔ' nah.	The car that I took to London was a very good one.
6.	atiah-phleəŋ daɛl khñom cih tıw loŋ, lʔɔɔ' nah.	The traın that I took to London was a very good one.

7. atiah-phleəŋ daɛl khñom cih tıw loŋ, vɛɛŋ' nah.	The train that I took to London was a very long one.
8. atiah-phleəŋ daɛl khñom cih tıw loŋ, lıən' nah.	The train that I took to London was a very fast one.
9. kpal-hɔh daɛl khñom cih tıw loŋ, lıən' nah.	The plane that I took to London was a very fast one.
10. kpal-hɔh daɛl khñom cih tıw loŋ, thom' nah.	The plane that I took to London was a very big one.

Drill G. Response

MODEL: Teacher:	kee thəə ɛy nıw peel kpal-hɔh kəpúŋ hɔh? (pəcaŋ kon)	What do they do while the plane is in flight? (show movies)
Student:	kee pəcaŋ kon nıw peel kpal-hɔh kəpúŋ hɔh!	They show movies while the plane is in flight.
1.	khñom thəə ɛy nıw peel kpal-hɔh kəpúŋ hɔh? (keeŋ) khñom keeŋ nıw peel kpal-hɔh kəpúŋ hɔh!	What do I do while the plane is in flight? (sleep) I sleep while the plane is in flight.
2.	khñom thəə ɛy nıw peel look kəpúŋ ñam baay? (teləfoun) khñom teləfoun nıw peel look kəpúŋ ñam baay!	What do I do while you're eating? (telephone) I telephone while you're eating.
3.	sərɛɛt thəə ɛy nıw peel khñom kəpúŋ rien? (ŋuut tık) sərɛɛt ŋuut tık nıw peel khñom kəpúŋ rien!	What does Sareth do while I'm studying? (take a shower) Sareth takes a shower while I'm studying.
4.	koun səh thəə ɛy nıw peel kruu bɔŋrien kəpúŋ niyiey! (məəl səphıw) koun səh məəl səphıw nıw peel kruu bɔŋrien kəpúŋ niyiey!	What do the students do while the teacher is talking? (look at their books) The students look at their books while the teacher is talking.

Drill H. Transformation

MODEL:	Teacher:	khmian nenaa kee móo tetuol khñom! (cih laan chnuol tɪw phnum piñ)	Nobody came to meet me. (take the bus ɪnto Phnom Penh)
	Student:	khmian nenaa kee móo tetuol khñom! doucchnɛh haey, khñom trew cih laan chnuol tɪw phnum piñ!	Nobody came to meet me, so I had to take the bus ɪnto Phnom Penh
1.		khmian nenaa nɪw phtéh! (telefoun haw pepún khñom)	Nobody was home. (call my wɪfe on the phone)
		khmian nenaa nɪw phtéh! doucchnɛh haey, khñom trew telefoun haw pepún khñom!	Nobody was home, so I had to call my wɪfe on the phone.
2.		laan khñom khouc kedaɛ̄l phlew! (cih taʔsii tɪw thee kaa)	My car broke down along the way. (take a taxɪ to work)
		laan khñom khouc kedael phlew! dóucchnɛh haey, khñom trew cih taʔsii tɪw thee kaa!	My car broke down on the way, so I had take a taxɪ to work.
3.		khñom róoʔ phtéh puoʔ-maaʔ khñom m kheeñ! (tɪw nɪw otaɛl)	I couldn't fɪnd my frɪends' house. (go stay ɪn a hotel)
		khñom róoʔ phtéh puoʔ-maaʔ khñom m kheeñ!doucchnɛh haey, khñom trew tɪw nɪw otaɛl!	I couldn't fɪnd my frɪends' house, so I had to go stay ɪn a hotel.
4.		khmian nenaa nɪw phtéh! (nɪw phtéh)	Nobody was home. (stay home)
		khmian nenaa nɪw phtéh! doucchnɛh haey, khñom trew nɪw phtéh!	Nobody was home, so I had to stay home.

Drill I. Response

MODEL: Teacher:	mɛc baan-tə look cih laan chnuol tıw phnum piñ? (khmian nənaa móo tətuol khñom)	How come you ook the bus into Phnom Penh? (nobody came to meet me)
Student:	khñom cih laan chnuol tıw phnum piñ, prúh khmian nənaa móo tətuol khñom!	I took the bus into Phnom Penh because nobody came to meet me.
1.	mɛc baan-tə look teləfoun haw pəpún look? (khmian nənaa nıw phtéh)	How come you called your wife on the phone? (nobody at home)
	khñom teləfoun haw pəpún khñom, prúh khmian nənaa nıw phtéh!	I called my wife on the phone because there was nobody at home.
2.	mɛc baan-tə look cih taˀsii tıw thəə kaa? (laan khñom khouc kədaal phləw)	How come you took a taxi to work? (my car broke down along the way)
	khñom cih taˀsii tıw thəə kaa, prúh laan khñom khouc kədaal phləw!	I took a taxi to work because my car broke down along the way.
3.	mɛc baan-tə look tıw nıw otaɛl? (khñom róoˀ phtéh puoˀ-maaˀ khñom m kheeñ)	How come you went to stay in a hotel? (I couldn't find my friends' house)
	khñom tıw nıw otaɛl, prúh khñom róoˀ phtéh puoˀ-maaˀ khñom m kheeñ!	I went to stay in a hotel because I couldn't find my friends' house.
4.	mɛc baan-tə look nıw phtéh? (khmian nənaa nıw phtéh)	How come you stayed home? (nobody at home)
	khñom nıw phtéh, prúh khmian nənaa nıw phtéh!	I stayed home because there was nobody at home.

Drill J. Transformation

MODEL: Teacher:	khñom cih laan chnuol tıw phnum piñ, prúh khmian nenaa móo tetuol khñom!	I took the bus into Phnom Penh because nobody came to meet me.
Student:	khmian nenaa móo tetuol khñom. doucchnɛh haey, khñom trew cih laan chnuol tıw phnum piñ!	Nobody came to meet me, so I had to take the bus into Phnom Penh.

1.	khñom telefoun haw pupún khñom, prúh khmian nenaa nıw phtéh!	I called my wife on the phone because there was nobody at home.
	khmian nenaa nıw phtéh. doucchnɛh haey, khñom trew telefoun haw pepún khñom!	There was nobody at home, so I had to call my wife on the phone.
2.	khñom cih taʔsii tıw thee kaa, prúh laan khñom khouc kedaal phlew!	I took a taxi to work because my car broke down along the way.
	laan khñom khouc kedaal phlew. doucchnɛh haey, khñom trew cih taʔsii tıw thee kaa!	My car broke down along the way, so I has to take a taxi to work.
3.	khñom tıw nıw otɛl, prúh khñom róoʔ phtéh puoʔ-maaʔ khñom m khoeñ!	I went to stay in a hotel, because I couldn't find my friends' hous house.
	khñom róoʔ phtéh puoʔ-maaʔ khñom m khoeñ. doucchnɛh haey, khñom trew tıw nıw otɛl!	I couldn't find my friends' house, so I had to go stay in a hotel.
4.	khñom nıw phtéh, prúh khmian nenaa nıw phtéh!	I stayed home, because there was nobody at home.
	khmian nenaa nıw phtéh. doucchnɛh haey, khñom trew nıw phtéh!	There was nobody at home, so I had to stay home.

UNIT 41

BASIC DIALOGUE

	Sereth	
1.	khñom kɨt tetiñ kɔnat kat króasɛe ma-kmphlee!	I'm going to go buy some cloth for a cord suit.
2.	coŋ tɨw cemuoy khñom' eh?	You want to go with me?
	Serin	
3.	tɨw tiñ inaa?	Where are you going to buy it?
	Sereth	
4.	tɨw tiñ haaŋ khleŋ cɨt psaa thmɛy!	At the Indian store near the New Market.
	Serin	
5.	phtéh naa-muoy?	Which one?
	Sereth	
6.	oo petii bonbaay!	'Au Petit Bombay.'
	Serin	
7.	kom tɨw kolaɛŋ nɨŋ, thlay' eh.	Don't go there, it's too expensive.
8.	tɨw palee doswaa' viñ.	Go to the 'Palais de Soie.'
9.	cia pisɛh, bae look coul-cet laɛn!	Especially if you like wool.
	Sereth	
10.	khñom m coul-cet laɛn' eh, kdaw' eh.	I don't like wool, it's too hot.
11.	khñom kɨt teróo tiñ daakron' viñ.	I'm going to try to find dacron.
12.	púh tecé? haey sůol baok phooŋ!	Because it's cool and also easy to wash.
	Serin	
13.	sůol' eh, tae douc-cia m-sew lʔoo douc laɛn' eh!	Okay, but I don't think it's nearly as good as wool.
	Sereth	
14.	tɨw palee doswaa' ketɨw.	Let's go to the Palais de Soie, then.

(At the store)

Sareth	
15. aenih mamet thlay ponmaan?	How much is one meter of this?
Clerk	
16. baat, bey rɔɔy haasəp' mamet.	350 a meter.
Sareth	
17. mian samaa thaok ciaŋ nih' teh?	Do you have any cheaper than this?
Clerk	
18. baat, mian! aenih mamet pii rɔɔy haasəp'n.	Yes, we do. This is 250 a meter.
Sareth	
19. khñom douc-cia m coul-cət pɔ̌a nuŋ' teh!	I guess I don't like that color.
Clerk	
20. ooh aanuh, pii rɔɔy haasəp dae.	How about that one? It's 250 too.
Sareth	
21. aenih douc-cia kuesom ntec!	This one seems a little more suitable.
22. kay aoy khñom bey met kɔnlah' nuh.	Give me three and a half meters of it.

DIALOGUE FOR COMPREHENSION

saarii	sarin
1. khñom kɑt tiw tĩñ krɑmat kat kɑ́asta muəy kɔmphlee.	
2. ɔɔŋ tiw cia-muəy khñom teeʔ	3. tiw tĩñ aenaa?
4. tiw tĩñ haaŋ khleaŋ cit psaa thməy.	5. phtəh naa-muəy?
6. ɔɔ ptiil bɔnkaay.	7. kom tiw kɔnlaeŋ nuŋ. thlay nah.
	8. tiw psaa dɑ samə viñ.
	9. cia piliəh, bae look coul-cət laɑn.
10. khñom min coul-cət laɑn tee. khəəw nah.	
11. khñom kɑt tiw rɔ́ɔk tĩñ daakrɔn viñ.	
12. prɔ̀h truəɲ' haəy aruəl bɑɑk phɑɑŋ.	13. aruəl haəy, tae douc-cia min-sɨw l'ɔɔ douc laɑn tee.
14. tiw psaa dɑ samə kɔ tiw.	

- - - - - - - - - - - - - -

15. aanih memaet thlay ponmaan?

16. baat, bey róoy haa-sep memaet.

17. mian aanaa thaok ciaŋ nih teet

18. baat, mian. aanih memaet pii róoy haa-sep.

19. khñom douc-cia min coul-cet póa nih tee.

20. ooh aanuh, pii róoy haa-sep dae.

21. aanih douc-cia kou-som bontec.

22. kat aoy khñom bey maet konlah móo*.

NOTE: Expressions of Similarity

Consider the following sentences, all taken from the present unit, and all having to do with the idea of similarity:

11-12. khñom kit tarúe tiñ daakron' viñ.
prúh teeé* haey sóol baok phoon!
"I think I'd rather hunt for dacron, because it's cool, and easy to wash too."

13. douc-cia m-saw l'oo douc laen' ah!
"I don't think it's quite as nice as wool."

18-20. aanih memaet pii róoy haasep'm.
ooh aanuh pii róoy haasep dae.
"This one is 250 a meter, and that one is 250 too."

Drill 1. laan khlah lien,, khlah m lien.
m douc khnia tŭp-ah' teh!
"Some cars are fast, others are not-- they're not all the same."

The crucial words here are /phoon/ 'too, in addition,' /dae/ 'too, similarly,' and /douc/ 'like, as, similar' (which also occurs as part of /douc-cia/ 'apparently, I guess' and /douc khnia/ 'are the same'). The essential difference between /phoon/ and /dae/, both of which occur in the same part of the sentence as predicate modifiers, is that /phoon/ refers to different actions or states of the same subject, while /dae/ refers to similar actions or states of different subjects.

When two successive clauses containing one of the above items are collapsed into one, the modifier /douc khnia/ corresponds to /dae/, and the discontinuous construction /...phoon,, ...phoon/ corresponds to the single /phoon/. This can be formulated as follows, with A and B standing for different subjects, X and Y for different predicates:

First pattern	Second pattern
A is X, and B is dae.	A is X, and A is Y phoon.
A and B are X douc khnia.	A is X phoon,, Y phoon.

The first pattern is repeated many times in Drill H of this unit (for the second pattern, see Unit 33, Note 2). The negative version of /douc khnia/ is represented in Drill I-- note the use in this drill of /...khlah,, ...khlah/ 'some..., others...,' which, as a noun modifier, performs a function exactly parallel to that of the predicate modifier /...phooŋ,, ...phooŋ/.

Other drills of this unit review the use of question-words (B, C) or adjective negation and opposition (E, F, G, J). The latter subject is highly relevant to the use of expressions of similarity, as we shall see in the next few units.

NEW VOCABULARY

1. Nouns

kenat (kronat)	cloth (general)
khao-aaw	clothing (general
kòazte (kr·óazte)	twill, cord
kmphlee (komphlee)	suit (also classifier)
laɛn	wool
daakron	dacron
sout	silk
mboh (omboh)	cotton
mɛt (maɛt)	meter
maaʔ (maak)	brand, trademark
thnam	medicine, drugs
pelɛy, perɛy (barɛy)	cigarettes, tobacco

2. Adjective Opposites

kpúh	tall, high
tiap	short, squat
phlii	light, lit up
leŋit (ŋóoŋit)	dark, extinguished
chlaat	smart, clever
leŋúŋ	stupid, slow
kdaw	hot, warm
tecéʔ (trocéʔ)	cold, cool

DRILLS

Drill A. *Substitution*

1.	look coul-cet póa niŋ' teh?	Do you like that color?
2.	look coul-cet *maaˀ* niŋ' teh?	Do you like that *brand*?
3.	*via* coul-cet maaˀ niŋ' teh?	Does *he* like that brand?
4.	via *coŋ baan* maaˀ niŋ' teh?	Does he *want to get* that brand?
5.	via coŋ baan maaˀ *nuh'* teh?	Does he want to get *the other* brand?
6.	via coŋ baan *póa* nuh' teh?	Does he want to get the other *color*?
7.	via *coul-cet* póa nuh' teh?	Does he *like* the other color?
8.	*look* coul-cet póa nuh' teh?	Do *you* like the other color?
9.	look coul-cet póa *nih'* teh?	Do you like *this* color?
10.	look coul-cet póa *niŋ'* teh?	Do you like *that* color?

Drill B. *Response*, *No Model*

(Information supplied in first sentence. Reply to question)

1.	sˀaɛk bounaa tiw psaa!		Tomorrow Bo-Na is going to the market.
Q:	sˀaɛk bounaa tiw naa?	Q:	Where is Bo-Na going tomorrow?
A:	sˀaɛk bounaa tiw psaa!	A:	Bo-Na is going to the market tomorrow.
2.	sˀaɛk bounaa tiw psaa tiñ kenat!		Tomorrow Bo-Na is going to market to buy cloth.
Q:	sˀaɛk bounaa tiw psaa thee ɛy?	Q:	What is Bo-Na going to market for tomorrow?
A:	sˀaɛk bounaa tiw psaa tiñ kenat!	A:	Bo-Na is going to market to buy cloth tomorrow.
3.	sˀaɛk bounaa tiw psaa cemuoy serɛɛt!		Tomorrow Bo-Na is going to market with Sareth.
Q:	sˀaɛk bounaa tiw psaa cemuoy nenaa?	Q:	Who is Bo-Na going to market tomorrow with?
A:	sˀaɛk bounaa tiw psaa cemuoy serɛɛt!	A:	Bo-Na is going to market tomorrow with Sareth.

4. sˀaɛk bounaa tıw psaa taam laanȷ	Tomorrow Bo-Na ıs goıng to market by car.
Q: sˀaɛk bounaa tıw psaa taam ɛy?	Q: By what ıs Bo-Na goıng to market tomorrow?
A: sˀaɛk bounaa tıw psaa taam laanȷ	A: Bo-Na ıs goıng to market by car tomorrow.
5. sˀaɛk bounaa tıw psaa maoŋ pèamȷ	Tomorrow Bo-Na ıs goıng to market at 5 o'clock.
Q: sˀaɛk bounaa tıw psaa maoŋ pəmaan?	Q: What tıme ıs Bo-Na goıng to market tomorrow?
A: sˀaɛk bounaa tıw psaa maoŋ pèam.	A: Bo-Na ıs goıng to market at 5 o'clock.
6. sˀaɛk bounaa tıw psaa mɛɛnȷ	Tomorrow Bo-Na ıs goıng to market.
Q: sˀaɛk bounaa tıw psaa mɛɛn' eh?	Q: Is Bo-Na goıng to market tomorrow?
A: sˀaɛk bounaa tıw psaa mɛɛnȷ	A: (Yes) Bo-Na ıs goıng to market tomorrow.

Drıll C. Transformatıon: Questıon from Statement.

MODEL: Teacher: sˀaɛk bounaa tıw psaaȷ (tıw psaa)	Tomorrow Bo-Na ıs goıng to the market. (to the market)
Student: sˀaɛk bounaa tıw naa?	Where ıs Bo-Na goıng tomorrow?
1. sˀaɛk bounaa tıw psaa tiñ kənatȷ (tiñ kənat)	Tomorrow Bo-Na ıs goıng to the market to buy cloth. (to buy cloth)
sˀaɛk bounaa tıw psaa tiñ ɛy?	What ıs Bo-Na goıng to the market to buy tomorrow?
2. sˀaɛk bounaa tıw psaa cəmuoy serɛɛtȷ (cəmuoy serɛɛt)	Tomorrow Bo-Na ıs goıng to the market wıth Sareth. (wıth Sareth)
sˀaɛk bounaa tıw psaa cəmuoy nənaa?	Who ıs Bo-Na goıng to the market wıth tomorrow?
3. sˀaɛk bounaa tıw psaa taam laanȷ (taam laan)	Tomorrow Bo-Na ıs goıng to market by car. (by car)
sˀaɛk bounaa tıw psaa taam ɛy?	How ıs Bo-Na goıng to market tomorrow?

4. s?aɛk bounaa tɪw psaa maoŋ pèam! (maoŋ pèam)	Tomorrow Bo-Na is going to market at five o'clock. (at five o'clock)
s?aɛk bounaa tɪw psaa maoŋ pəmaan?	At what time is Bo-Na going to market tomorrow?
5. s?aɛk bounaa tɪw psaa mɛɛn! (mɛɛn)	Tomorrow Bo-Na is really going to the market. (really)
s?aɛk bounaa tɪw psaa mɛɛn' eh?	Is Bo-na really going to the market tomorrow?

Drill D. Response with Substitution

MODEL: Teacher: look coul-cət póa nɪŋ' teh? (tee, ləbɔh nɪŋ)	Do you like that color? (no, thing)
Student: tee, khñom m coul-cət ləbɔh nɪŋ' teh!	No, I don't like that thing.
1. look coul-cət ləbɔh nɪŋ' teh? (tee, kruu pɛɛt)	Do you like that thing? (no, doctor)
tee, khñom m coul-cət kruu pɛɛt nɪŋ' teh!	No, I don't like that doctor.
2. look coul-cət kruu pɛɛt nɪŋ' teh? (tee, thnam)	Do you like that doctor? (no, medicine)
tee, khñom m coul-cət thnam nɪŋ' teh!	No, I don't like that medicine.
3. look coul-cət thnam nɪŋ' teh? (tee, pərɛy)	Do you like that medicine? (no, cigarette)
tee, khñom m coulcət pərɛy nɪŋ' teh!	No, I don't like that cigarette.
4. look coul-cət pərɛy nɪŋ' teh? (tee, məhoup)	Do you like that cigarette? (no, food)
tee, khñom m coul-cət məhoup nɪŋ' teh!	No, I don't like that food.
5. look coul-cət məhoup nɪŋ' teh? (tee, rɪəŋ)	Do you like that food? (no, story)
tee, khñom m coul-cət rɪəŋ nɪŋ' teh!	No, I don't like that story.
6. look coul-cət rɪəŋ nɪŋ' teh? (tee, ləbɔh)	Do you like that story? (no, thing)
tee, khñom m coul-cət ləbɔh nɪŋ teh!	No, I don't like that thing.

Drill E. Response

MODEL: Teacher:	laan look liən' ah.	Your car sure is fast!
Student:	laan khñom min-cə liən pəmaan' eh!	My car isn't so fast.
1.	phtéh look thom' ah. phtéh khñom min-cə thom pəmaan' eh.	Your house sure is big. My house isn't so big.
2.	ləbɔh look thlay' ah. ləbɔh khñom min-cə thlay pəmaan' eh!	Your things sure are expensive. My things aren's so expensive.
3.	koun look cə̀ən' ah. koun khñom min-cə cə̀ən pəmaan' eh!	You sure have a lot of children. I don't have so many children.
4.	pəpún look lʔɔɔ' ah. pəpún khñom min-cə lʔɔɔ pəmaan' eh!	Your wife sure is pretty. My wife isn't so pretty.
5.	look pəkaɛ' ah. khñom min-cə pəkaɛ pəmaan' eh!	You sure are good at it. I'm not so good at it.
6.	look kpúh' nah. khñom min-cə kpúh pəmaan' eh!	You sure are tall. I'm not so tall.

Drill F. Transformation

MODEL: Teacher:	laan khñom min-cə liən pəmaan' eh!	My car isn't so very fast.
Student:	laan khñom min-cə liən pəmaan' eh, pntaɛ laan look liən' ah.	My car isn't so very fast, but your car certainly is.
1.	phtéh khñom min-cə thom pəmaan' eh! phtéh khñom min-cə thom pəmaan' eh, pntaɛ phtéh look thom' ah.	My house isn't so very big. My house isn't so very big, but your house certainly is.
2.	ləbɔh khñom min-cə thlay pəmaan' eh! ləbɔh khñom min-cə thlay pəmaan' eh, pntaɛ ləbɔh look thlay' ah.	My things aren't so very expensive. My things aren't so very expensive, but your certainly are.
3.	koun khñom min-cə cə̀ən pəmaan' eh! koun khñom min-cə cə̀ən pəmaan' eh, pntaɛ koun look cə̀ən' ah.	I don't have so very many children. I don't have so very many children, but you certainly do.
4.	pəpun khñom min-cə lʔɔɔ pəmaan' eh. pəpún khñom min-cə lʔɔɔ pəmaan' eh, pntaɛ pəpún look lʔɔɔ' ah.	My wife isn't so very pretty. My wife isn't so very pretty, but your wife certainly is.

5. khñom min-cə pəkaɛ pəmaan' eh! khñom min-cə pəkaɛ pəmaan' eh, pntaɛ look pəkaɛ' ah.	I'm not very good at it. I'm not very good at it, but you certainly are.
6. khñom min-cə kpúh pəmaan' eh! khñom min-cə kpúh pəmaan' eh, pntaɛ look kpúh' nah.	I'm not so very tall. I'm not so very tall, but you certainly are.

Drill G. Substitution

1. niw sòk khmaɛ khao-aaw thlay' teh?	Is clothing expensive in Cambodia?
2. niw sòk amerik khao-aaw thlay' teh?	Is clothing expensive in America?
3. niw sòk amerik khao-aaw thaok' teh?	Is clothing cheap in America?
4. niw sòk amerik laan thaok' teh?	Are automobiles cheap in America?
5. niw sòk amerik ɛyvan thaok' teh?	Is merchandise cheap in America?
6. niw sòk baraŋ ɛyvan thaok' teh?	Is merchandise cheap in France?
7. niw sòk baraŋ mohoup thaok' teh?	Is food cheap in France?
8. niw sòk khmaɛ mohoup thaok' teh?	Is food cheap in Cambodia?
9. niw sòk khmaɛ khao-aaw thaok' teh?	Is clothing cheap in Cambodia?
10. niw sòk khmaɛ khao-aaw thlay' teh?	Is clothing expensive in Cambodia?

Drill H. Transformation: Two Sentences into One.

MODEL: Teacher:	sɛ̀y cən coul-cət slieʔ khao! sɛ̀y ciipun coul-cət slieʔ khao' dɛh!	Chinese women like to wear trousers. Japanese women like to wear trousers too.
Student:	sɛ̀y cən niŋ sɛ̀y ciipun, coul-cət slieʔ khao douc khnia!	Both Chinese and Japanese women like to wear trousers.

1. khñom coul-cət baay pèaŋ! look coul-cət baay pèaŋ' dɛh! look niŋ khñom coul-cət baay pèaŋ douc khnia!	I like French food. You like French food also. You and I both like French food.
2. pəpún khñom coul-cət phleeŋ! pəpún look coul-cət phleeŋ' dɛh! pəpún khñom niŋ pəpún look coul-cət phleeŋ douc khnia.	My wife likes music. Your wife likes music too. My wife and your wife both like music.

3.	laan khñom póa sɔɔ! laan look póa sɔɔ' dεh! laan look niŋ laan khñom póa sɔɔ douc khnia!	My car is white. Your car is Your car is white too. Your car and my car are both white.
4.	khñom mian koun pii! look mian koun pii' dεh! look niŋ khñom mian koun pii douc khnia!	I have two children. You have two children too. You and I both have two children.

Drill I. Transformation: Complex Model: 'Some...Others...'

MODEL:	**Teacher:**	laan... liən	Cars... fast
	Student:	laan khlah liən,, khlah m liən. m douc khnia tŋ-ɔh' teh!	Some cars are fast, others are not, they're not all the same.

1.	kənȧt... lʔɔɔ kənat khlah lʔɔɔ,, khlah m lʔɔɔ. m douc khnia tŋ-ɔh' teh!	Cloth... good. Some cloth is good, some is not; it's not all the same.
2.	paom... chŋañ paom khlah chŋañ,, khlah m chŋañ. m douc khnia tŋ-ɔh' teh!	Apples... delicious. Some apples are delicious, others are not; they're not all the same.
3.	mənuh... sruol mənuh khlah sruol,, khlah m sruol. m douc khnia tŋ-ɔh' teh!	People... easy-going. Some people are easy-going, others are not; they're not all the same.
4.	kon.. lʔɔɔ məəl kon khlah lʔɔɔ məəl,, khlah m lʔɔɔ məəl. m douc khnia tŋ-ɔh' teh!	Movies... interesting. Some movies are interesting, others are not; they're not all the same.
5.	thnam... pəkaε thnam khlah pəkaε,, khlah m pəkaε. m douc khnia tŋ-ɔh' teh!	Medicines... effective. Some medicines are effective, others are not; they're not all the same.
6.	pərεy.. khlaŋ pərεy khlah khlaŋ,, khlah m khlaŋ. m douc khnia tŋ-ɔh' teh!	Cigarettes... strong Some cigarettes are strong, others are not; they're not all the same.

Drill J. Response

MODEL: Teacher: laan look lɨən' ah. (yɨɨt)	Your car is very fast.
Student: laan khñom yɨɨt' ah.	My car is quite slow.
1. pəpún look lʔɔɔ' nah. (akrɔʔ) pəpún khñom akrɔʔ' nah.	Your wife is very pretty. My wife is quite unattractive.
2. phtéh look thom' ah. (touc) phtéh khñom touc' nah.	Your house is very large. My house is quite small.
3. ktup look phlɨɨ' nah. (ləŋɨt) ktup khñom ləŋɨt' nah.	Your room is very bright. My room is quite dark.
4. koun look chlaat' nah. (ləŋúŋ) koun khñom ləŋúŋ' nah.	Your children are very smart. My children are quite stupid.
5. koun look craən' ah. (tɛc) koun khñom tɛc' nah.	You have a lot of children. I have very few children.
6. pəpún look kpúh' nah. (tiap) pəpún khñom tiap' nah.	Your wife is very tall. My wife is quite short.

UNIT 42

BASIC DIALOGUE

	Sareth	
1. look mian skól kùu tiey' teh?		Do you know any soothsayers?
	Sarin	
2. baat, khñom skól menéʔ' dɛh, nɪw cɪt phtéh khñom.		Yes, I know one, right near my house.
	Sareth	
3. kót dae tiey' teh, rɪɪ tól-te yeeŋ tɪw phtéh kót?		Does he go around telling fortunes, or is the only way to go to his house?
	Sarin	
4. ou, kót metiey oy khñom te-ñɪk'ŋ te-ñɪk'ŋ.		Oh, he comes to tell my fortune quite often.
5. sùol' ah.. deŋ te chnam thŋay kaet baan' eh.		It's easy, all he needs to know is your birth date.
	Sareth	
6. douc-cia khñom, khñom kaet nɪw chnam mepón pmbuon hòoy saam-sep pmmuoy, thŋay atɪt!		Like me, I was born in 1936, on a Sunday.
	Sarin	
7. be khñom mɪn celɔm' tee, chnam mepón pmbuon hòoy saam-sep pmmuoy cia chnam cuut, chnam kedao!		If I'm not wrong, 1936 was the Year of the Rat, or mouse. [two names given]
	Sareth	
8. coh mian chnam ɛy-khlah tiet?		And what are the other Years?
	Sarin	
9. chnam khlaa, chnam púh, chnam chkaɛ, chnam cruuk.. chnam nih cia chnam púh!		The Year of the Tiger, the Snake, the Dog, the Pig. This year is the Year of the Snake.
	Sareth	
10. coh kót tiey ɛy-khlah' tɪw?		And what else does he predict about?
	Sarin	
11. ou, kót deŋ thaa, tae look mian rɪɪ krɔɔ, look chɪɪ cèen rɪɪ m-daɛl chɪɪ' tee.		Oh, he knows whether you are rich or poor, whether you've had a lot of sickness or have never been sick.

12.	haəy kót aac tiey anaakút look đaɛ!	And he may be able to foretell your future.
	Sareth	
13.	sˀɛy tiet?	What else?
	Sarin	
14.	look mian pəpún ŋkaal, mian koun cə̀ən rɪɪ tɛc?	When you get married, whether you have a lot of children or only a few.
	Sareth	
15.	coh kót dəŋ pii-naa' moh?	Well, where does he find all this out from?
	Sarin	
16.	ou, kót mian kbuon smèap tiey! coŋ tiey pii-ɛy kɔ baan' dɛh.	Oh, he has a book for predictions. But he can make predictions from anything.
	Sareth	
17.	douc-cia sˀɛy?	Like what?
	Sarin	
18.	douc-cia thŋay nih thŋay lˀɔɔ. rɪɪ thŋay akɔ̀ɔˀ!	Like whether the day is a lucky day or an unlucky day.
19.	look mian smnaaŋ, rɪɪ khmian smnaaŋ!	Whether you have good luck or bad luck.
	Sareth	
20.	sùol' əh, ñcəŋ.. thəə mɛc baan cuop n kót?	That's great. How can I get to meet him?
	Sarin	
21.	m ɛy' teh! cam khñom aoy kee təcuop ŋ kót!	Nothing to it. Just let me take you to meet him.

DIALOGUE FOR COMPREHENSION

1. look mian skól kruu tiey tee?

2. baat, khñom skól mənéʔ daɛ, nɪw cɪt phtéh khñom.

3. kót daə tiey tee? rɪɪ tól-taɛ yəəŋ tɪw phtéh kót?

4. ou, kót móoʔ tiey aoy khñom taɛ-ñɪk.

5. sruol nah.. dəŋ taɛ chnam thŋay kaət baan haəy.

6. douc-cia khñom, khñom kaət nɪw chnam məpón prambuon róoy saam-səp prammuoy, thŋay aatɪt.

7. baə khñom mɪn crɔlɔm tee, chnam məpón prambuon róoy saam-səp prammuoy cia chnam cuut, chnam kɔndao.

8. coh mian chnam ɛy-khlah tiet?

9. chnam khlaa, chnam púh, chnam chkaɛ, chnam cruuk. chnam nih cia chnam púh.

10. coh kót tiey ɛy-khlah tɪw?

11. ou, kót dəŋ thaa taə look mian rɪɪ krɔɔ, look chɪɪ craən rɪɪ mɪn-daɛl chɪɪ tee.

12. haəy kót aac tiey anaakút look daɛ.

13. sʔɛy tiet?

14. look mian prɔpún ɔŋkaal, mian koun craən rɪɪ tɛc.

15. coh kót dəŋ pii naa móoʔ?

16. ou, kót mian kbuon sɔmrap tiey.

17. douc-cia sʔɛy?

18. douc-cia thŋay nih thŋay lʔɔɔ, rɪɪ thŋay aakrɔʔ.

19. look mian sɔmnaaŋ, rɪɪ khmian sɔmnaaŋ.

20. sruol haəy, əñcəŋ.. thvəə mɛc baan cuop nɪŋ kót?

21. mɪn ɛy tee. cam khñom aoy kee tɪw cuop nɪŋ kót.

NOTE: Expressions of Equivalence and Opposition

The dialogue of the present unit contains several different examples of the way equivalence (A is B, or A is a B) is expressed in Cambodian. Review the Note of Unit 17, with special attention to the negative forms. Compare also the following sentences:

9. chnam nih cia chnam púh!

'This year is the Year of the Snake.

18. thŋay nih thŋay lʔɔɔ!

'Today is a lucky day.

Note that either one of these sentences could occur with the other pattern for equivalence (no verb in the first sentence, /cia/ in the second). The fact that the speaker chose one pattern over the other is nonetheless significant-- it shows, for example, that he considers the Year of the Snake as one of a recurring cycle of such years (which it is), but regards the notion of 'lucky day' as unique to a particular day. The positive and negative patterns for the important verb /cia/ 'to be a member of the class of' are reviewed in Drills A, G, H, and I.

Another kind of equivalence is represented in sentences containing the conjunction /rɨɨ/ 'or' between two phrases or clauses of parallel construction, as in the following example:

3. kót daə tiey' teh, rɨɨ tól-tə yəəŋ tɨw phtéh kót?

'Does he walk around telling fortunes, or is the only way to go to his house?

The conjunction /rɨɨ/, unlike the final particle, is never contracted to /ih/. This pattern is especially frequent with adjective opposites (see Note 3, Unit 35, and Drill E of the present unit). In the example given above, note also the position of /tol-tə/ before the subject of its clause, which shows clearly that it is a conjunction, rather than a pre-verbal modifier, in spite of its translation into English (see comment on Drills E, F, I in Unit 39).

The remaining drills drills, especially B, C, D, and J, review points of grammar which should be very familiar to you by now.

NEW VOCABULARY: Names of the Years

In addition to counting the years according to the international system (1966, etc.), Khmer also names the years in a twelve-year repeating cycle. The twelve names refer to animals, which are roughly the same animals as those used in China and other parts of the Far East. The years have astrological significance, especially as regards birth-dates (see Basic Dialogue).

In Cambodian the names of the years occur in two versions, one being the common name for the animal concerned, the other being a more formal term. They are listed below in the traditional order.

Common Khmer Term	English	Formal Khmer Term
kədao (kɔndao)	Mouse, Rat	cuut
koo	Cow	chləw
khlaa	Tiger	khaal

Common Khmer Term	English	Formal Khmer Term
nsaay (túnsaay)	Rabbit	thəh
niaʔ	Dragon	rooŋ
púh	Snake	məsañ
sεh	Horse	məmii (móomii)
pəpεε (póopεε)	Goat	məmεε (móomεε)
svaa	Monkey	vóoʔ
món	Chicken	rəkaa (róokaa)
chkaε	Dog	cɔɔ
cruuk	Pig	kao

DRILLS

Drill A. Response

MODEL: Teacher:	look cia kruu tiey' ih? (kruu bŋrien)	You're a soothsayer? (teacher)
Student:	tee, m mεεn' teh! khñom cia kruu bŋrien!	No, I'm not, I'm a teacher.
1.	look cia kruu bŋrien' ih? (pεεt sat)	You're a teacher? (veterinarian)
	tee, m mεεn' teh! khñom cia pεεt sat!	No, I'm not, I'm a veterinarian.
2.	look cia pεεt sat' ih? (néʔ rieccəkaa)	You're a veterinarian? (civil servant)
	tee, m mεεn' teh! khñom cia néʔ rieccəkaa!	No, I'm not, I'm a civil servant.
3.	look cia néʔ rieccəkaa' ih? (təhian)	You're a civil servant? (military man)
	tee, m mεεn' teh! khñom cia təhian.	No, I'm not, I'm a military man.
4.	look cia təhian' ih? (kruu pεεt)	You're a military man? (doctor)
	tee, m mεεn' teh! khñom cia kruu pεεt.	No, I'm not, I'm a doctor.
5.	look cia kruu pεεt' ih? (koun səh)	You're a doctor? (student)
	tee, m mεεn' teh! khñom cia koun səh!	No, I'm not, I'm a student.
6.	look cia koun səh' ih? (kamməkɔɔ)	You're a student? (laborer)
	tee, m mεεn' teh! khñom cia kamməkɔɔ!	No, I'm not, I'm a laborer.
7.	look cia kamməkɔɔ' ih? (kruu tiey)	You're a laborer? (soothsayer)
	tee, m mεεn' teh! khñom cia kruu tiey!	No, I'm not, I'm a soothsayer.

Drill B. Transformation

MODEL:	Teacher: khñom nıŋ look cɛh tiey tŋ-ɔh khnia!	You and I both know how to tell fortunes.
	Student: khñom cɛh tiey,, look kɔ cɛh tiey.. yəəŋ cɛh tiey tŋ-ɔh khnia!	I know how to tell fortunes and so do you. We both know how to tell fortunes.
1.	khñom nıŋ look cɛh niyiey pèaŋ tŋ-ɔh khnia!	You and I both know how to speak French.
	khñom cɛh niyiey pèaŋ,, look kɔ cɛh niyiey pèaŋ.. yəəŋ cɛh niyiey pèaŋ tŋ-ɔh khnia!	I know how to speak French and so do you. We both know how to speak French.
2.	khñom nıŋ look cɛh haɛl tık tŋ-ɔh khnia!	You and I both know how to swim.
	khñom cɛh haɛl tık,, look kɔ cɛh haɛl tık.. yəəŋ cɛh haɛl tık tŋ-ɔh khnia!	I know how to swim and so do you. We both know how to swim
3.	khñom nıŋ look cɛh dam baay tŋ-ɔh khnia!	You and I both know how to cook.
	khñom cɛh dam baay,, look kɔ cɛh dam baay... yəəŋ cɛh dam baay tŋ-ɔh khnia!	I know how to cook and so do you. We both know how to cook.
4.	khñom nıŋ look cɛh ñam kafɛe tŋ-ɔh khnia.	You and I both drink coffee.
	khñom cɛh ñam kafɛe,, look kɔ cɛh ñam kafɛe.. yəəŋ cɛh ñam kafɛe tŋ-ɔh khnia!	I drink coffe and so do you. We both drink coffee.
5.	khñom nıŋ look cɛh leeŋ bia tŋ-ɔh khnia!	You and I both know how to gamble.
	khñom cɛh leeŋ bia,, look kɔ cɛh leeŋ bia.. yəəŋ cɛh leeŋ bia tŋ-ɔh khnia!	I know how to gamble and so do you. We both know how to gamble.
6.	khñom nıŋ look cɛh laan tŋ-ɔh khnia!	You and I both know how to drive a car.
	khñom cɛh baək laan,, look kɔ cɛh baək laan.. yəəŋ cɛh baək laan tŋ-ɔh khnia!	I know how to drive and so do you. We both know how to drive.

7.	khñom nıŋ look cɛh loot paarasut tŋ-ɔh khnia!	You and I both know how to parachute-jump.
	khñom cɛh loot paarasut,, look kɔ cɛh loot paarasut.. yəəŋ cɛh loot paarasut tŋ-ɔh khnia!	I know how to parachute-jump and so do you. We both know how to parachute-jump.

Drill C. Substitution

1.	coh kót dəŋ pii-naa' moh?	And where did he find out from?
2.	coh kee dəŋ pii-naa' moh?	And where do they find out from?
3.	coh kee cɛh pii-naa' moh?	And how do they learn how?
4.	coh yəəŋ cɛh pii-naa' moh?	And how do we learn how?
5.	coh yəəŋ rien pii-naa' moh?	And where do we learn it from?
6.	coh kee rien pii-naa' moh?	And where do they learn it from?
7.	coh kót rien pii-naa' moh?	And where does he learn it from?
8.	coh kót dəŋ pii-naa' moh?	And where did he find out from?

Drill D. Substitution

1.	thəə mɛc, baan cuop ŋ kót?	How can I get to meet him?
2.	thəə mɛc, baan cuop ŋ via?	How can I get to meet him?
3.	thəə mɛc, baan niyiey ŋ via?	How can I get to talk with him?
4.	thəə mɛc, baan niyiey ŋ look saw?	How can I get to talk wiht Sau?
5.	thəə mɛc, baan tɛ́ʔ-tóoŋ ŋ look saw?	How can I get in touch with Sau?
6.	thəə mɛc, baan tɛ́ʔ-tóoŋ ŋ via?	How can I get in touch with him?
7.	thəə mɛc, baan tɛ́ʔ-tóoŋ ŋ kót?	How can I get in touch with him?
8.	thəə mɛc, baan cuop ŋ kót?	How can I get to meet him?

Drill E. Substitution

1.	kót dəŋ thaa look mian rıı krɔɔ!	He knows whether you are rich or poor.
2.	kót dəŋ thaa saw mian rıı krɔɔ!	He know whether Sau is rich or poor.
3.	kót dəŋ thaa saw sɔɔ rıı khmaw!	He knows whether Sau is white or black.

4.	kót dəŋ thaa via sɔɔ rıı khmaw!	He knows whether it's white or black.
5.	kót m dəŋ thaa via sɔɔ rıı khmaw!	He doesn't know whether it's white or black.
6.	kót m dəŋ thaa saw sɔɔ rıı khmaw!	He doesn't know whether Sau is white or black.
7.	kót m dəŋ thaa saw mian rıı krɔɔ!	He doesn't know whether Sau is rich or poor.
8.	kót m dəŋ thaa look mian rıı krɔɔ!	He doesn't know whether you're rich or poor.
9.	kót dəŋ thaa look mian rıı krɔɔ!	He knows whether you're rich or poor.

Drill F. Substitution

1.	kót aac tiey anaakút look daɛ!	He may be able to foretell your future.
2.	kót aac tiey kumnıt miyiat look daɛ!	He may be able to guess your character.
3.	kee aac tiey kumnıt miyiat look daɛ!	They may be able to guess your character.
4.	kee aac dəŋ kumnıt miyiat look daɛ!	They may even know your character.
5.	kót aac dəŋ kumnıt miyiat look daɛ!	He may even know your character.
6.	kót aac praɛ kumnıt miyiat look daɛ!	He may be able to change your character.
7.	kót aac praɛ anaakút look daɛ!	He may be able to change your future.
8.	kót aac tiey anaakút look daɛ!	He may be able to foretell your future.

Drill G. Positive Response

MODEL:	Teacher:	look cia kruu pɛɛt, mɛɛn' teh?	You're a doctor, aren't you?
	Student:	baat, khñom cia kruu pɛɛt.	Yes, I'm a doctor.

1.	look cia təhian, mɛɛn' teh?	You're a military man, aren't you?
	baat, khñom cia təhian.	Yes, I'm a military man.
2.	look cia koun səh, mɛɛn' teh?	You're a student, aren't you?
	baat, khñom cia koun səh'ŋ.	Yes, I'm a student.
3.	look cia diiphloumaat, mɛɛn' teh?	You're a diplomat, aren't you?
	baat, khñom cia diiphloumaat'n.	Yes, I'm a diplomat.
4.	look cia róttəmuntrɛy, mɛɛn' teh?	You're a cabinet minister, aren't you?
	baat, khñom cia róttəmuntrɛy.	Yes, I'm a cabinet minister.
5.	look cia təhian ceəŋ tik, mɛɛn' teh?	You're a marine, aren't you?
	baat, khñom cia təhian ceəŋ tik'ŋ.	Yes, I'm a marine.
6.	look cia né? rieccəkaa, mɛɛn' teh?	You're a civil servant, aren't you?
	baat, khñom cia né? rieccəkaa.	Yes, I'm a civil servant.
7.	look cia niey təhian, mɛɛn' teh?	You're an officer, aren't you?
	baat, khñom cia niey təhian.	Yes, I'm an officer.

Drill H. Negative Response

MODEL:	Teacher:	look cia kruu pɛɛt, mɛɛn' teh?	You're a doctor, aren't you?
	Student:	tee, khñom m-mɛɛn cia kruu pɛɛt' teh!	No, I'm not a doctor.

1.	look cia təhian, mɛɛn' teh?	You're a military man, aren't you?
	tee, khñom m-mɛɛn cia koun səh' teh!	No, I'm not a military man.
2.	look cia koun səh, mɛɛn' teh?	You're a student, aren't you?
	tee, khñom m-mɛɛn cia koun səh' teh!	No, I'm not a student.
3.	look cia diiphloumaat, mɛɛn' teh?	You're a diplomat, aren't you?
	tee, khñom m-mɛɛn cia diiphloumaat teh!	No, I'm not a diplomat.
4.	look cia róttəmuntrɛy, mɛɛn' teh?	You're a cabinet minister, aren't you?
	tee, khñom m-mɛɛn cia róttəmuntrɛy' teh!	No, I'm not a cabinet minister.

5.	look cia təhian cεεŋ tık, mεεn' teh? tee, khñom m-mεεn cia təhian cεεŋ tık' teh!	You're a marine, aren't you? No, I'm not a marine.
6.	look cia né? rieccəkaa, mεεn' teh? tee, khñom m-mεεn cia né? rieccəkaa' teh!	You're a civil servant, aren't you? No, I'm not a civil servant.
7.	look cia niey təhian, mεεn' teh? baat, khñom m-mεεn cia niey təhian teh!	You're an officer, aren't you? No, I'm not an officer.

Drill I. Transformation: Question from Statement.

MODEL: Teacher:	khñom cia kruu pεεt!	I'm a doctor.
Student:	look cia kruu pεεt, mεεn' teh?	You're a doctor, aren't you?

1.	khñom cia təhian! look cia təhian, mεεn' teh?	I'm a military man. You're a military man, aren't you?
2.	khñom cia koun səh! look cia koun səh, mεεn' teh?	I'm a student. You're a student, aren't you?
3.	khñom cia diiphloumaat! look cia diiphloumaat, mεεn' teh?	I'm a diplomat. You're a diplomat, aren't you?
4.	khñom cia róttəmuntrεy! look cia róttəmuntrεy, mεεn' teh?	I'm a cabinet minister. You're a cabinet minister, aren't you?
5.	khñom cia təhian cəəŋ tık! look cia təhian cəəŋ tık, mεεn' teh?	I'm a marine. You're a marine, aren't you?
6.	khñom cia né? rieccəkaa! look cia né? rieccəkaa, mεεn' teh?	I'm a civil servant. You're a civil servant, aren't you?
7.	khñom cia niey təhian! look cia niey təhian, mεεn' teh?	I'm an officer. You're an officer, aren't you?

Drill J. Response

MODEL:	Teacher:	look mian skól kruu tiey' teh? (mənéʔ)	Do you know any soothsayers? (one)
	Student:	baat, khñom skól kruu tiey mənéʔ' dɛh, nɪw cɪt phtéh khñom.	Yes, I know a soothsayer-- he's near my house.
1.		look mian skól kruu pɛɛt' teh? (mənéʔ-pii)	Do you know any doctors? (1 or 2)
		baat, khñom skól kruu pɛɛt mənéʔ-pii dɛh, nɪw cɪt phtéh khñom.	Yes, I know a couple of doctors-- they're near my home.
2.		look mian skól diiphloumaat' teh? (pii-bɛy néʔ)	Do you know any dɪplomats? (2 or 3)
		baat, khñom skól diiphloumaat pii-bɛy néʔ' dɛh, nɪw cɪt phtéh khñom.	Yes, I know two or three dɪplomats-- they're near my home.
3.		look mian skól niey təhian' teh? (bɛy-buon néʔ)	Do you know any offɪcers? (3 or 4)
		baat, khñom skól niey təhian bɛy-boun néʔ' dɛh, nɪw cɪt phtéh khñom.	Yes, I know three or four offɪcers-- they're near my home.
4.		look mian skól néʔ rieccəkaa' teh? (buon-pèam néʔ)	Do you know any cɪvɪl servants? (4 or 5)
		baat, khñom skól néʔ rieccəkaa buon-pèam néʔ' dɛh, nɪw cɪt phtéh khñom.	Yes, I know four or fɪve cɪvɪl servants-- they're near my home.

UNIT 43

BASIC DIALOGUE

	Barber	
1.	ñcəəñ ŋkuy leeŋ məphlɛɛt' tıh. dɔl veen look aləw' əh.	Please have a seat for a moment. It'll be your turn right away.
	Customer	
2.	baat, m ɛy' teh! ɔɔ kun' nəh.	Never mind, thanks.
	Barber	
3.	baat, som ñcəəñ!!	Sure, come on!
	Customer	
4.	ou, khñom nıw cam puu inoh' teh!	Oh, I'll wait for you over there.
	Barber	
5.	ñcəəñ ŋkuy leeŋ məəl səphıw leeŋ' tıh.	Have a seat and read a magazine.
	(Later on)	
	Barber	
6.	som ñcəəñ, lȯok.. look sok səbaay' cia teh?	Next, sir. How are you?
	Customer	
7.	baat, khñom sok səbaay' cia teh! coh puu mian ɛy phlaɛk' teh?	I'm fine. What's new with you?
	Barber	
8.	baat, khmian ɛy phlaɛk' teh!	Nothing much new.
9.	taɛ məsəl mɛñ, pəpún khñom chlɔɔŋ thlee, baan koun sɛ̀y muoy!	Yesterday my wife gave birth, and we have a daughter.
	Customer	
10.	coh kót sok səbaay' cia teh?	How are they, all right?
	Barber	
11.	baat!	Sure.
12.	look cɔŋ ləbiep mɛc, mədɔɔŋ nih?	What style do you want this time?
	Customer	
13.	ou, khñom cɔŋ tuk oy vɛɛŋ mədɔɔŋ!	Oh, I guess leave it long.
	Barber	
14.	baat, mian ɛy?	Okay.
	Customer	
15.	pəñap ntɛc' nəh. khñom mian kaa phɔɔŋ!	Hurry a little, will you? I've got something else to do.

16.	m-bac kao puk mót oy khñom' teh!	You don't have to give me a shave.
	Barber	
17.	look peñap tıw naa?	Where are you hurrying off to?
	Customer	
18.	baat, khñom təcuun kee laəŋ kpal-hɔh, maoŋ pmbuon nıŋ' ə!	Well, I'm taking somebody to the plane at nine o'clock.
	Barber	
19.	kao puk mót they m tón?	Why wouldn't there be time for a shave, then?
	nıw ciaŋ məmaoŋ tiet daɛ.	You still have more than an hour.
	Customer	
20.	ñceŋ kao kɔ kao' tıh.	All right then, give me a shave.
	Barber	
21.	nənaa, ke tıw naa?	Who's going where?
	Customer	
22.	baat, pʔoun khñom kee tıw sòk amərik!	It's my younger brother, he's going to America.
	Barber	
23.	ou, kót tıw thee ɛy?	Oh? what's he going to do there?
	Customer	
24.	baat, tıw rien!	He's going to study.
25.	puu, vɛek cəhieŋ tıw khaaŋ-chvɛeŋ medɔɔŋ' nəh.	Say, put the part a little more to the left, will you?
	Barber	
26.	baat! look kɔʔ sɔʔ' teh?	All right. Want a shampoo?
	Customer	
27.	m bac' teh! ɔɔ kun' nəh.	No, thanks.

DIALOGUE FOR COMPREHENSION

ciaŋ kat sɔʔ | **look saw**

1. əñceəñ ɔŋkuy leeŋ məphlɛɛt tıw. dɔl veen look ɛyləw haəy.

2. baat, mın ɛy tee. ɔɔ kun naa.

3. baat, soum əñceəñ!

4. ou, khñom nıw cam puu aɛnoh tee.

5. əñceəñ ɔŋkuy leeŋ meel siew-phıw leeŋ tıw.

- - - - - - - - - - - -

[tɔɔ mɔ́ɔʔ]

6. soum əñcəəñ, look. look sok səbaay cia teeʔ

7. baat, khñom sok səbaay cia tee. coh puu mian ɛy phlaɛk teeʔ

8. baat, khmian ɛy phlaɛk tee.

9. taɛ məsəl mɛñ, prəpún khñom chlɔɔŋ thlee, baan koun srɛy muoy.

10. coh kót sok səbaay cia teeʔ

11. baat.

12. look cɔŋ róobiep mɛc mədɔɔŋ nihʔ

13. ou, khñom cɔŋ tuk aoy vɛɛŋ mədɔɔŋ.

14. baat, mian ɛyʔ

15. prɔñap bɔntɛc, naa. khñom mian kaa phɔɔŋ.

16. mın bac kao puk mót aoy khñom tee.

17. look prɔñap tıw naaʔ

18. baat, khñom tıw cuun kee laəŋ kpal-hɔh, maoŋ prambuon nıŋ.

19. kao puk mót they mın tónʔ nıw ciaŋ muoy maoŋ tiet daɛ.

20. əñcəŋ kao kɔɔ kao tıw.

21. néʔ-naa kee tıw naaʔ

22. baat, pʔoun khñom kee tıw srok amerik.

23. ou, kót tıw thvəə ɔvɛyʔ

24. baat, tıw rien.

25. puu, vɛɛk cɔmhieŋ tıw khaaŋ-chvɛɛŋ mədɔɔŋ, naa.

26. baat. look kɔʔ sɔʔ teeʔ

27. mın bac tee. ɔɔ kun naa.

NOTE: Expressions of Completion

Many Cambodian verbs refer to actions which are conceived as incomplete unless there is definite evidence to the effect that they have been completed. Obious examples are the verbs of motion:

tıw	to go	tədɔl (tıw dɔl)	to arrive, get there
mɔ́ɔʔ	to come	mədɔl (mɔ́ɔʔ dɔl)	to arrive, get here

Other clear examples are pairs of verbs and associated completive verbs (discussed in Note 1, Unit 19). These pairs are usually represented in English by totally different verbs:

róoʔ	to look for	(róoʔ) kheəñ	to find
sdap	to listen to	(sdap) lıı	to hear

Some Khmer verbs, however, have to be translated by different English verbs, depending on whether the action has been completed or not-- evidence for this is sometimes lacking, moreover, in the Cambodian sentence:

	Incomplete	Complete
rien	to study	to learn
tiñ	to shop for, try to buy	to buy
bañ sat	to hunt (animals)	to shoot (animals)
stuuc trɛy	to fish	to catch fish
chlɔɔŋ thlee	to be crossing a river (lit.)	to get across a river
chlɔɔŋ thlee	to be having a baby (fig.)	to give birth

When evidence about the completion of such actions is supplied in the Cambodian sentence, it is usually supplied by means of one of the general completive verbs with which you are already familiar.

Examples:	rien cɔp	to graduate, finish studying
	rien ɔh	to learn (all of)
	tiñ ɔh	to buy up (all of)
	tiñ baan	to buy, get by purchasing

The general completive verbs occur with a wide range of prior verbs, and are not paired with any particular ones (as is the case with /khəəñ/ and /lii/, for example). The position of the negative is the same: between the prior verb and the completive verb.

thəə m kòan' teh! can't do all of it

The most common general completive verb, of course, is /baan/, which can be used after almost any prior verb. You have already heard many examples in which /baan/ means 'to be able,' but since it is itself a verb meaning 'to get,' it can take objects like any other verb:

məsəl mɛñ khñom tiw bañ sat, baan caap muoy!

'Yesterday I went hunting and got a sparrow.'

məsəl mɛñ khñom tiw stuuc trɛy baan trɛy muoy!

'Yesterday I went fishing and caught one.'

məsəl mɛñ pəpún khñom chlɔɔŋ thlee, baan koun muoy!

'Yesterday my wife went (to the hospital) and had a baby.'

This type of construction is illustrated in Drill A of this unit.

The general completive verb /tón/ 'to have time for, to be able to do in time' (see Note, Unit 21) also occurs with a wide range of prior verbs. Its use is illustrated in Drill B, which also reviews a typical incomplete-action pattern /V kɔɔ V' tiw/ 'Go ahead and...' (see Note 2, Unit 33).

kao puk mót they m tón?

'Why wouldn't you have time for a shave?

ñcəŋ kao kɔ kao' tiw.

'In that case go ahead and shave me.'

Other incomplete-action patterns reviewed in this unit are /ñcəəñ... tiw/ (Drill C), /m-bac/ (Drill D-- see Note 2, Unit 28) and /oy/ plus adjective (Drills E and F-- see Note 4, Unit 35).

Besides /baan/ and /tón/, the most common general completive verbs are /kòan/ (/krón/) 'to be complete, enough', /ɔh/ 'to be exhausted, used up' and /dɔl/ 'to arrive, get somewhere.' Four of the five verbs are illustrated in Transformation Drills H and I.

NEW VOCABULARY: Barber Shop Talk

1. Verb Phrases

kat sɔˀ	to cut hair
kɔˀ sɔ	to shampoo
khat sbaɛk-cəəŋ	to shine shoes
thəə təsay	to massage
kao puk mót	to shave
crəp puk mót	to trim the beard
vɛək cəhieŋ	to make a part
ut aaw	to press a coat
liaŋ day	to wash hands
cam veen	to wait ones turn

(See also Vocabulary, Unit 30)

2. Completive Actions

chlɔɔŋ thlee (baan)	cross a river, have a baby (see grammar note)
bañ sat (baan)	shoot animals
stuuc trɛy (baan)	catch fish
thɔɔt ruup	take pictures
ruup thɔɔt	photographs
thɔɔt ruup baan	can take pictures
baan ruup thɔɔt	get photographs
tiñ kəphleəŋ (baan)	buy guns
veen look dɔl haəy	it's your turn now

3. Adjective Opposites

kə̀ah (krah)	thick	sdaəŋ	thin
vɛɛŋ	long	khlɛy	short
sˀaat	clean	kəkhvɔˀ	dirty
təŋ	firm, full	thuu	loose, slack

DRILLS

Drill A. Double Substitution

MODEL:	Teacher:	pəpún khñom chlɔɔŋ thlee... baan koun srɛy muoy.	My wife gave birth... had a daughter.
	Student:	məsəl məñ pəpún khñom clɔɔŋ thlee, baan koun srɛy muoy!	Yesterday my wife gave birth to a daughter.

1.	khñom tıw bañ sat... caap	I went hunting... sparrow.
	məsəl mɛñ khñom tıw bañ sat, baan caap muoy!	Yesterday I went hunting and got a sparrow.
2.	pʔoun khñom tıw stuuc trɛy... trɛy.	My younger brother went fishing... fish.
	məsəl mɛñ pʔoun khñom tıw stuuc trɛy, baan trɛy muoy!	Yesterday I went hunting and got a sparrow.
3.	bɔɔŋ khñom tıw cuol bııs... koun laan.	My older brother want to hire a bus... small car.
	məsəl mɛñ bɔɔŋ khñom tıw cuol bııs, baan koun laan muoy!	Yesterday my older brother went to hire a bus, and got a small car.

Drill B. Response

MODEL:	Teacher:	kao puk mót they m tón?	Sure there'll be time for a shave!
	Student:	ñcəŋ kao kɔ kao' tıh.	In that case, go ahead and shave me.

1.	kat sɔʔ they m tón?	Sure there'll be time for a haircut!
	ñcəŋ kat kɔ kat' tıh.	In that case, go ahead and cut it.
2.	kɔʔ sɔʔ they m tón?	Sure there'll be time for a shampoo!
	ñcəŋ kɔʔ kɔ kɔʔ' tıh.	In that case go ahead and give me one.
3.	khat sbaɛk-ceəŋ they m tón?	Sure there'll be time to shine your shoes!
	ñcəŋ khat kɔ khat' tıh.	In that case go ahead and shine them.
4.	theə tesay they m tón?	Sure there'll be time for a massage!
	ñcəŋ theə kɔ theə' tıh.	In that case go ahead and give me one.
5.	kat aaw they m tón?	Sure there'll be time to make the shirt.
	ñcəŋ kat kɔ kat' tıh.	In that case go ahead and make it.
6.	ñam baay they m tón?	Sure there'll be time to eat!
	ñcəŋ ñam kɔ ñam' tıh.	In that case (let's) go ahead and eat.

Drill C. Substitution

1. ñcəəñ ŋkuy leeŋ məphlɛɛt' tıh.	Please have a seat for a moment.
2. ñcəəñ ŋkuy məəl səphıw leeŋ' tıh.	Please sit down and read a magazine.
3. ñcəəñ coul móo məəl səphıw leeŋ' tıh.	Please come in and read a magazine.
4. ñcəəñ coul móo cam veen look' tıh.	Please come in and wait your turn.
5. ñcəəñ ŋkuy cam veen look' tıh.	Please have a seat and wait your turn.
6. soum look ŋkuy cam veen look' tıh.	Won't you have a seat and wait your turn.
7. soum look ŋkuy məəl səphıw leeŋ' tıh.	Won't you have a seat and read a magazine.
8. soum look ŋkuy leeŋ məphlɛɛt' tıh.	Won't you have a seat for a moment.
9. ñcəəñ ŋkuy leeŋ məphlɛɛt' tıh.	Please have a seat for a moment.

Drill D. Response

MODEL: Teacher:	look kɔʔ sɔʔ' teh?	How about a shampoo?
Student:	m-bac kɔʔ sɔʔ oy khñom' teh!	It's not necessary to give me a shampoo.

1. look kao puk mót' teh?	How about a shave?
m-bac kao puk mót oy khñom' teh!	It's not necessary to give me a shave.
2. look thəə təsay' teh?	How about a massage?
m-bac thəə təsay oy khñom' teh!	It's not necessary to give me a massage.
3. look vɛek cəhieŋ' teh?	How about moving the part?
m-bac vɛek cəhieŋ cəəŋ oy khñom teh!	It's not necessary to move the part.
4. look khat sbaɛk-cəəŋ' teh?	How about a shoeshine?
m-bac khat sbaɛk-cəəŋ oy khñom' teh!	It's not necessary to shine my shoes.
5. look crəp puk mót' teh?	How about a mustache trim?
m-bac crəp puk mót oy khñom' teh!	It's not necessary to trim my mustache.
6. look ut aaw' teh?	How about pressing your coat?
m-bac ut aaw oy khñom' teh!	It's not necessary to press my coat.

Drill E. Response

MODEL: Teacher:	sɔʔ, kat oy khlɛy ntɛc, look? (tuk oy vɛɛŋ)	The hair, shall I cut it a little short? (leave long)
Student:	tee, tuk oy vɛɛŋ mədɔɔŋ!	No, leave it long.
1.	sac, kat oy sdaəŋ ntɛc, look? (tuk oy krah)	The meat, shall I cut it a little thin? (leave thick)
	tee, tuk oy krah mədɔɔŋ!	No, leave it thick.
2.	smaw, kat oy khlɛy ntɛc, look? (tuk oy yeəŋ)	The grass, shall I cut it a little short? (leave long)
	tee, tuk oy vɛɛŋ mədɔɔŋ!	No, leave it long.
3.	laan, liaŋ oy sʔaat ntɛc, look? (tuk oy kəkhvɔ)	The car, shall I clean it up a little? (leave dirty)
	tee, tuk oy kəkhvɔʔ mədɔɔŋ!	No, leave it dirty.
4.	kɔŋ, sɔp oy təŋ ntɛc, look? (tuk oy thuu)	The tire, shall I pump it up a little more? (leave low)
	tee, tuk oy thuu mədɔɔŋ!	No, leave it low.
5.	nialikkaa, daʔ oy lıən ntɛc, look? (tuk oy yııt)	The watch, shall I set it forward a little? (leave slow)
	tee, tuk oy yııt mədɔɔŋ!	No, just leave it slow.

Drill F. Response with Antonyms

MODEL: Teacher:	tuk oy vɛɛŋ mədɔɔŋ, look? (kat oy khlɛy)	Shall I just leave it long? (cut it short)
Student:	tee, kat oy khlɛy' ntɛc.	No, cut it a little short.
1.	tuk oy krah mədɔɔŋ, look? (kat oy sdaəŋ)	Shall I just leave it thick? (cut it thin)
	tee, kat oy sdaəŋ' ntɛc.	No, cut it a little thin.
2.	tuk oy vɛɛŋ mədɔɔŋ, look? (kat oy khlɛy)	Shall I just leave it long? (cut it short)
	tee, kat oy khlɛy' ntɛc.	No, cut it a little short.
3.	tuk oy kəkhvɔʔ mədɔɔŋ, look? (liaŋ oy sʔaat)	Shall I just leave it dirty? (clean it up)
	tee, liaŋ oy sʔaat' ntɛc.	No, clean it up a little.
4.	tuk oy thuu mədɔɔŋ, look? (sɔp oy təŋ)	Shall I just leave it low? (pump it up)
	tee, sɔp oy təŋ' ntɛc.	No, pump it up a little.
5.	tuk oy yııt mədɔɔŋ, look? (daʔ oy lıən)	Shall I just leave it slow? (set it fast)
	tee, daʔ oy lıən' ntɛc.	No, set it a little fast.

Drill G. Transformation: One Sentence from Two.

MODEL: Teacher:	khñom cuun pəpún khñom laəŋ kpal-hɔh. kót tiw sòk amərik.	I'm taking my wife to the plane, at nine o'clock. She's going to America.
Student:	khñom cuun pəpún khñom laəŋ kpal-hɔh tiw sòk amərik.	I'm taking my wife to the plane for America.
1.	sʔaɛk khñom cuun pʔoun khñom tiw psaa. via niŋ kat sɔʔ.	Tomorrow I'm taking my younger brother to the market. He's going to get a haircut.
	sʔaɛk khñom cuun pʔoun khñom tiw psaa kat sɔʔ.	Tomorrow I'm taking my younger brother to the market to get a haircut.
2.	sʔaɛk khñom cuun pəpún khñom tiw ləə-žaat. kót niŋ thɔɔt ruup.	Tomorrow I'm taking my wife to **Le Jade**. She's going to get her picture taken.
	sʔaɛk khñom cuun pəpún khñom tiw ləə-žaat thɔɔt ruup.	Tomorrow I'm taking my wife to Le Jade to get her picture taken.
3.	thŋay saw khñom niŋ nóm koun khñom tiw psaa. kee niŋ tiñ kənat.	On Saturday I'm taking my son to the market. He's going to buy cloth.
	thŋay saw khñom niŋ nóm koun khñom tiw psaa tiñ kənat.	On Saturday I'm taking my son to the market to buy cloth.
4.	ləŋiec nih khñom tiw psaa. khñom niŋ tiñ kəphləəŋ muoy.	This evening I'm going to the market. I'm going to buy a gun.
	ləŋiec nih khñom tiw psaa tiñ kəphləəŋ muoy.	This evening I'm going to the market to buy a gun.
5.	atit kraoy khñom tiw ñiw yóok. khñom niŋ məəl kon.	Next week I'm going to New York. I'm going to see a movie.
	atit kraoy khñom tiw ñiw yóok məəl kon.	Next week I'm going to New York to see a movie.

Drill H. Transformation

MODEL: Teacher:	kao puk mót they m tón? nıw ciaŋ məmaoŋ tiet daɛ.	Sure there's time for a shave. You have more than an hour.
Student:	ciaŋ məmaoŋ, kao puk mót tón' əh.	With more than an hour, there's time for a shave.
1.	baək they m dɔl? nıw ciaŋ bɛy liit tiet daɛ.	Sure we can make it! There's over three litres left.
	ciaŋ bɛy liit'n, baək dɔl' əh.	With over three litres, we can make it there.
2.	thəə they m kòan? nıw ciaŋ pèam sələk tiet daɛ.	Sure there's enough to make it! There's over five sheets left.
	ciaŋ pèam sələk'ŋ, thəə kòan' əh.	With over five sheets, there's enough to make it.
3.	tıw they m tón? nıw ciaŋ kəlah maoŋ tiet daɛ.	Sure we'll be there in time! There's over half an hour left.
	ciaŋ kəlah maoŋ, tıw tón' əh.	With over half an hour, we'll be there in time.
4.	ñam they m kòan? nıw ciaŋ mə-kəlou tiet daɛ.	Sure there's enough to eat! There's more than a kilo left.
	ciaŋ mə-kəlou, ñam kòan' əh.	With more than a kilo, there'll be enough to eat.
5.	thəə they m baan? nıw ciaŋ məróoy tiet daɛ.	Sure it can be done! There's over 100 left.
	ciaŋ məróoy, thəə baan' əh.	With over 100, it can be done.

Drill I. Transformation

MODEL: Teacher:	ciaŋ məmaoŋ, kao puk mót tón' əh.	With more than an hour, there's time for a shave.
Student:	kao puk mót they m tón? niw ciaŋ məmaoŋ tiet daɛ.	Sure there's time for a shave! You have more than an hour.
1.	ciaŋ bɛy liit'n, baək dɔl' əh.	With over three litres, we can make it there.
	baək they m dɔl? niw ciaŋ bɛy liit tiet daɛ.	Sure we can make it! There's over three litres left.
2.	ciaŋ pèam sələk'ŋ, thəə kòan' əh.	With over five sheets, there's enough to make it.
	thəə they m kòan? niw ciaŋ pèam sələk tiet daɛ.	Sure there's enough to make it! There's over five sheets left.
3.	ciaŋ kəlah maoŋ, tiw tón' əh.	With over half an hour, we'll be there in time.
	tiw they m tón? niw ciaŋ kəlah maoŋ tiet daɛ.	Sure we'll be there in time! There's over half an hour left.
4.	ciaŋ mə-kəlou, ñam kòan' əh.	With more than a kilo, there'll be enough to eat.
	ñam they m kòan? niw ciaŋ mə-kəlou tiet daɛ.	Sure there's enough to eat! There's more than a kilo left.
5.	ciaŋ məróoy, thəə baan' əh.	With over 100, it can be done.
	thəə they m baan? niw ciaŋ məróoy tiet daɛ.	Sure it can be done! There's over 100 left.

Drill J. Response: Double Cue

MODEL: Teacher:	nəәnaa ke tıw inaaʔ (pʔoun khñom, srok amərik)	Who's going where? (my younger brother, America)
Student:	baat, pʔoun khñom ke tıw srok amərik!	My younger brother's going to America.
1.	nənaa ke tıw inaaʔ (bɔɔŋ khñom, kəpuŋ caam)	Who's going where? (my older brother, Kompong Cham)
	baat, bɔɔŋ khñom ke tıw kəpuŋ caam!	My older brother's going to Kompong Cham.
2.	nənaa ke tıw thəə ɛyʔ (pʔoun khñom, rien)	Who's going to do what? (my younger brother, study)
	baat, pʔoun khñom ke tıw rien!	My younger brother's going to study.
3.	nənaa ke tıw thəə ɛyʔ (koun khñom, kat sɔʔ)	Who's going to do what? (my son, get a haircut)
	baat, koun khñom ke tıw kat sɔʔ!	My son's going to get a haircut.
4.	kee tıw thəə ɛy nıw-inaaʔ (rien, srok amərik)	What are they going to do where? (study, America)
	baat, kee tıw rien srok amərik!	They're going to study in America.
5.	kee tıw thəə ɛy nıw-inaaʔ (bŋìen, sòk pèaŋ)	What are they going to do where? (teach, France)
	baat, kee tıw bŋìen sòk pèaŋ!	They're going to teach in France.

UNIT 44

BASIC DIALOGUE

	Cıvılıan	
1.	ɔt tooh! look cia təhian' ıh?	Pardon me, are you a soldıer?
	Soldıer	
2.	baat!	Yes.
	Cıvılıan	
3.	look móoʔ pii-naa?	Where do you come from?
	Soldıer	
4.	baat, khñom kaət nıw kəpuŋ spıı.	I was born ın Kompong Speu.
5.	pətaɛ kraoy khñom coul thəə təhian, kee pəcuun khñom tıw svaay rieŋ!	But after I became a soldıer, they sent me to Svaı Rıeng.
	Cıvılıan	
6.	look péʔ saʔ pəmaan?	What rank are you?
	Soldıer	
7.	baat, khñom péʔ saʔ muoy!	I'm a second lıeutenant.
	Cıvılıan	
8.	look coul-cət' teh, thəə təhian?	Do you lıke beıng a soldıer?
	Soldıer	
9.	khñom pəbaaʔ thaa..	That's hard to say.
	Cıvılıan	
10.	look daɛl tıw chbaŋ' teh?	Have you ever gone to fıght?
	Soldıer	
11.	chbaŋ inaa? khñom təəp-m cɛñ pii salaa chnam tıw.	What do you mean fıght? I ȷust got out of school last year.
	Cıvılıan	
12.	mɛc baan-tə look məthəə təhian?	How dıd you come to be a soldıer?
	Soldıer	
13.	khñom m dəŋ daɛ, pətaɛ khñom coul-cət təhian taŋ-pii touc' mih.	I don't know, but I lıked soldıerıng sınce I was small.
	Cıvılıan	
14.	pəbaaʔ' teh, thəə təhian?	Is ıt hard to be a soldıer?
	Soldıer	
15.	pəbaaʔ ntɛc daɛ, mian chbap-təlóp cə̀ən' ah.	It's a lıttle hard, there are a lot of regulatıons.

Cıvılıan

16. look mroŋ thee təhian ləhout' ıh? — Do you ıntend to be a soldıer from now on (as a career)?

Soldıer

17. meel tıw ləhout' eh, púh cɛñ tıw, m dəŋ thee ɛy' teh! — I guess for a career (from now on), because ıf I got out, I wouldn't know what to do.

DIALOGUE FOR COMPREHENSION

1. ɔt tooh, look cia təhian rıh?
2. baat.
3. look móoʔ pii-naa?
4. baat, khñom kaet nıw kɔmpuŋ spıı.
5. pontaɛ kraoy khñom coul thvee təhian, kee bɔñcuun khñom tıw svaay rieŋ!
6. look péʔ saʔ ponmaan?
7. baat, khñom péʔ saʔ muoy!
8. look coul-cət tee, thvee təhian?
9. khñom pibaaʔ thaa.
10. look daɛl tıw chbaŋ' tee?
11. chbaŋ aɛnaa? khñom teəp-nıŋ cɛñ pii salaa chnam tıw.
12. mɛc baan-cia look móoʔ thvee təhian?
13. khñom mın dəŋ daɛ, pontaɛ khñom coul-cət təhian taŋ-pii touc məlɛh.
14. pibaaʔ tee, thvee təhian?
15. pibaaʔ bɔntɛc daɛ, mian chbap-tumlóp craən nah.
16. look bɔmroŋ thvee təhian róohout rıh?
17. meel tıw róohout haəy, prúh cɛñ tıw, mın dəŋ thvee ɛy tee.

NOTE: Expressions of Quoting

You are already familiar with the use of the conjunction /thaa/ to introduce quotations of words actually spoken (see Note, Unit 15). Another similar use of /thaa/ is after verbs of knowing, thinking, believing, remembering, etc., where it introduces quotations of words which may never have been spoken by anybody. A partial list of such verbs follows:

dəŋ	to know	cam	to remember
kıt	to think	phlic	to forget
nık-khəəñ	to think of	cıə, cıə-céʔ	to believe
smaan	to think, surmise	sŋkhım	to hope
lıı	to hear	khlaac	to fear
yúl	to understand		

Note that /thaa/ does not invariably follow such verbs, however, even when quoted material is included. /thaa/ occurs only when the verbal construction parallels that of the verbs referring to actual speaking.

Examples: kee pèap khñom thaa kót cia kruu pɛɛt.
'They told me that he's a doctor.'

khñom dəŋ thaa kót cia kruu pɛɛt.
'I know that he's a doctor.'

taam khñom dəŋ, kót cia kruu pɛɛt.
'As far as I know, he's a doctor.'

These patterns are practiced in Drills F and G of this unit. (The underlying equivalence expressions being quoted are reviewed in the two drills preceding, D and E.)

It is important to realize that certain verbs having to do with feelings (rather than knowing,etc.) are followed by the conjunction /daoy/ instead of /thaa/. Though such examples are not true quotations, the confusion may arise for you because of the ambiguity of the English conjunction 'that,' which is used in both cases.

Examples: khñom trɛek-ɔɔ' nah, daoy baan skól look!
'I'm very glad that I got to know you.'

Some of the other uses of /daoy/ are introduced in the next unit (45, Drills B, F, G), but the parallel pattern of 'quotation,' with /daoy/ instead of /thaa/, is not drilled until Unit 49 (Drill J).

The remaining drills of this unit are concerned with the insertion of the enclitic /teh/ in the middle of a question, instead of at its end (A, B), and various time expressions, such as the pre-verbal modifier /təəp-m/ (/təəp-nıŋ/) 'just now, recently, just' (C) and the conjunction /taŋ-pii/ 'since' (I, J).

NEW VOCABULARY: Military Terms

1. Branches of Service

thəə (thvəə) təhian	do military service
təhian	member of armed forces
təhian cəəŋ kook	soldier, infantryman
təhian cəəŋ tik	sailor, marine
təhian chat yoɔŋ	paratrooper
təhian kpal-hɔh	airman

2. Army Units

kɔɔŋ	unit (general)
kɔɔŋ pul thom	division
kɔɔŋ vəréʔ- sεenaa thom	regiment
kɔɔŋ vəréʔ- sεenaa touc	battalion
kɔɔŋ anuʔ- sεenaa thom	company
kɔɔŋ anuʔ- sεenaa touc	platoon
tóp ləbaat	patrol, squad

3. Ranks (translated in terms of the Army-- naval ranks are similar)

niey təhian, mee təhian	officer
udom-sεeney	general
vəréʔ-sεeney aεk	colonel
vəréʔ-sεeney too	lieutenant colonel
vəréʔ-sεeney trεy	major
anuʔ-sεeney aεk (péʔ saʔ bεy)	captain
anuʔ-sεeney too (péʔ saʔ pii)	1st. lieutenant
anuʔ-sεeney trεy (péʔ saʔ muoy	2nd. lieutenant
niey commɔŋ	warrant officer
koun təhian	enlisted man
pul-baal aεk	sgt. major
pul-baal too	chief sergeant
pul-baal trεy	sergeant
niey aεk	chief corporal
niey too	corporal
pul aεk	p.f.c.
púl too	private

DRILLS

Drill A. Substitution

1.	look coul-cət' eh?.. thəə təhian.	Do you like being a soldier?
2.	look coul-cət' eh?.. thəə smien.	Do you like being a secretary?
3.	kót coul-cət' eh?.. thəə smien.	Does he like being a secretary?
4.	kót coul-cət' eh?.. thəə kruu.	Does he like baing a teacher?
5.	via coul-cət' eh?.. thəə kruu.	Does he like being a teacher?
6.	via coul-cət' eh?.. thəə sraɛ.	Does he like being a farmer?
7.	kee coul-cət' eh?.. thəə sraɛ.	Do they like being farmers?
8.	kee coul-cət' eh?.. thəə təhian.	Do they like being soldiers?
9.	look coul-cət' eh?.. thəə təhian.	Do you like being a soldier?

Drill B. Substitution

1.	pəbaaˀ' eh?.. thəə təhian.	Is it hard to be a soldier?
2.	pəbaaˀ' eh?.. thəə smien.	Is it hard to be a secretary?
3.	pəbaaˀ' eh?.. thəə kruu.	Is it hard to be a teacher?
4.	pəbaaˀ' eh?.. thəə sraɛ.	Is it hard to be a farmer?
5.	pəbaaˀ' eh?.. thəə ciaŋ kat sɔˀ 'ŋ.	Is it hard to be a barber?
6.	pəbaaˀ' eh?.. thəə ciaŋ kat khao-aaw.	Is it hard to be a tailor?
7.	pəbaaˀ' eh?.. thəə təhian.	Is it hard to be a soldier?

Drill C. Substitution

1.	khñom təəp-m móo pii salaa.	I just came from school.
2.	khñom təəp-m móo pii svaay rieŋ.	I just came from Svaay Rieng.
3.	kee təəp-m móo pii svaay rieŋ.	They just came from Svaay Rieng.
4.	kee təəp-m móo pii poh'ŋ.	They just came from the post office.
5.	kót təəp-m móo pii poh'ŋ.	He just came from the post office.
6.	kót təəp-m móo pii m-piñ.	He just came from Phnom Penh.
7.	look təəp-m móo pii m-piñ.	He (you) just came from Phnom Penh.
8.	look təəp-m móo pii otaɛl.	He (you) just came from the hotel.
9.	khñom təəp-m móo pii otaɛl.	I just came from the hotel.

10.	khñom teəp-m móo pii m-piñ.	I just came from Phnom Penh.
11.	via teəp-m móo pii m-piñ.	He just came from Phnom Penh.
12.	via teəp-m móo pii salaa.	He just came from school.
13.	khñom teəp-m móo pii salaa.	I just came from school.

Drill D. Positive Response

MODEL:	Teacher:	kót cia aavəkaa, mɛɛn' eh?	He's a lawyer, isn't he?
	Student:	baat, kót cia aavəkaa mɛɛn!	Yes, he is a lawyer.

1.	kót cia kruu pɛɛt, mɛɛn' eh?	He's a doctor, isn't he?
	baat, kót cia kruu pɛɛt mɛɛn!	Yes, he is a doctor.
2.	kót cia cawvaay khaɛt, mɛɛn' eh?	He's a governor, isn't he?
	baat, kót cia cawvaay khaɛt mɛɛn!	Yes, he is a governor.
3.	kót cia koun təhian, mɛɛn' eh?	He's an enlisted man, isn't he?
	baat, kót cia koun təhian mɛɛn!	Yes, he is an enlisted man.
4.	kót cia niey təhian, mɛɛn' eh?	He's an officer, isn't he?
	baat, kót cia niey təhian mɛɛn!	Yes, he is an officer!
5.	kót cia rótmuntrɛy, mɛɛn' eh?	He's a cabinet minister, isn't he?
	baat, kót cia rótmuntrɛy mɛɛn!	Yes, he is a cabinet minister.
6.	kót cia kruu, mɛɛn' eh?	He's a teacher, isn't he?
	baat, kót cia kruu mɛɛn!	Yes, he is a teacher.

Drill E. Positive and Negative Response: Double Model.

POSITIVE MODEL:

Teacher:	kót cia aavəkaa, mɛɛn' eh? (aavəkaa)	He's a lawyer, isn't he? (lawyer)
Student:	baat, kót cia aavəkaa mɛɛn!	Yes, he's a lawyer.

NEGATIVE MODEL:

Teacher:	kót cia aavəkaa, mɛɛn' eh? (kruu)	He's a lawyer, isn't he? (teacher)
Student:	tee, m mɛɛn' teh! kót cia kruu!	No, he's not. He's a teacher.

1.	kót cia kruu pɛɛt, mɛɛn' eh? (niey təhian)	He's a doctor, isn't he? (officer)
	tee, m mɛɛn' teh! kót cia niey təhian!	No, he's not. He's an officer.

2.	kót cia kruu pɛɛt, mɛɛn' eh? (kruu pɛɛt) baat, kót cia kruu pɛɛt mɛɛn!	He's a doctor, ısn't he? (doctor) Yes, he's a doctor.
3.	kót cia cawvaay khaɛt, mɛɛn' eh? (rótmuntrɛy) tee, m mɛɛn' teh! kót cia rótmuntrɛy!	He's a governor, ısn't he? (mınıster) No, he's not. He's a mınıster.
4.	kót cia koun təhian, mɛɛn' eh? (niey təhian) tee, m mɛɛn' teh! kót cia niey təhian!	He's an enlısted man, ısn't he? (offıcer) No, he's not. He's an offıcer.
5.	kót cia niey təhian, mɛɛn' eh? (niey təhian) baat, kót cia niey təhian mɛɛn!	He's an offıcer, ısn't he? (offıcer) Yes, he's an offıcer.
6.	kót cia rótmuntrɛy, mɛɛn' eh? (cawvaay khaɛt) tee, m mɛɛn' teh! kót cia cawvaay khaɛt!	He's a mınıster, ısn't he? (governor) No, he's not. He's a governor.
7.	kót cia kruu, mɛɛn' eh? (koun təhian) tee, m mɛɛn' teh! kót cia koun təhian!	He's a teacher, ısn't he? (enlısted man) No, he's not. He's an enlısted man.
8.	kót cia koun təhian, mɛɛn' eh? (koun təhian) baat, kót cia koun təhian mɛɛn!	He's an enlısted man, ısn't he? (enlısted man) Yes, he's an enlısted man.

Drıll F. Substıtutıon

1.	khñom lıı thaa kót cia cawvaay khaɛt!	I heard that he was a governor.
2.	khñom lıı thaa kót cia rótmuntrɛy!	I heard that he was a mınıster.
3.	taam khñom smaan kót cia rótmuntrɛy!	In my opınıon he ıs a mınıster.
4.	taam khñom smaan kót cia aavəkaa!	In my opınıon he ıs a lawyer.
5.	kee pèap khñom thaa kót cia aavəkaa!	They tell me that he ıs a lawyer.
6.	kee pèap khñom thaa kót cia kruu pɛɛt!	They tell me that he ıs a doctor.
7.	taam khñom dəŋ kót cia kruu pɛɛt.	As far as I know he ıs a doctor.

8.	taam khñom dəŋ kót cia niey təhian!	As far as I know he is an officer.
9.	khñom dəŋ chbah thaa kót cia niey təhian!	I know for sure that he is an officer.
10.	khñom cəŋ chbah thaa kót cia koun təhian.	I know for sure that he is an enlisted man.
11.	khñom smaan thaa kót cia koun təhian!	I think that he is an enlisted man.
12.	khñom smaan thaa kót cia cawvaay khaɛt!	I think that he is the governor.
13.	khñom lɨɨ thaa kót cia cawvaay khaɛt!	I heard that he was the governor.

Drill G. Substitution

1.	khñom lɨɨ thaa kót cia cawvaay khaɛt!	I heard that he was the governor.
2.	khñom lɨɨ thaa kót cia təhian!	I heard that he was a soldier.
3.	khñom phlic haəy thaa kót cia	I forgot that he was soldier.
4.	khñom phlic haəy thaa kót cia təhian! néʔ rieccəkaa!	I forgot that he was a government official.
5.	khñom cɨə-céʔ thaa kót cia néʔ rieccəkaa!	I believe that he is a government official.
6.	khñom cɨə-céʔ thaa kót cia smien!	I believe that he is a secretary.
7.	khñom cam thaa kót cia smien!	I remember that he is a secretary.
8.	khñom cam thaa kót cia koun təhian!	I remember that he is an enlisted man.
9.	khñom cam thaa kót cia cawvaay khaɛt.	I remember that he is the governor.
10.	khñom lɨɨ thaa kót cia cawvaay khaɛt!	I heard that he was the governor.

Drill H. Substitution

1.	puoʔ-maaʔ kót cia təhian!	His friend is a serviceman.
2.	puoʔ-maaʔ kót cia təhian cəəŋ kook!	His friend is a soldier.
3.	puoʔ-maaʔ kót cia təhian cəəŋ tɨk!	His friend is a sailor.
4.	puoʔ-maaʔ kót cia təhian chat yooŋ!	His friend is a paratrooper.
5.	puoʔ-maaʔ kót cia təhian kpal-həh!	His friend is an airman.
6.	puoʔ-maaʔ kót cia təhian!	His friend is a serviceman.

Drill I. Substitution

1.	khñom coul-cət təhian taŋ-pii touc'ñ.	I liked being a soldier since I was small.
2.	kót coul-cət təhian taŋ-pii touc'ñ.	He liked being a soldier since he was small.
3.	kót coul-cət təhian taŋ-pii khmeeŋ.	He liked being a soldier since he was young.
4.	via coul-cət təhian taŋ-pii khmeeŋ.	He liked being a soldier since he was young.
5.	via coul-cət təhian taŋ-pii yuu nah móo haəy.	He liked being a soldier since a long time ago.
6.	khñom coul-cət təhian taŋ-pii yuu nah móo haəy.	I like being a soldier since a long time ago.
7.	khñom coul-cət təhian taŋ-pii daəm' móo.	I liked being a soldier from the beginning.
8.	kee coul-cət təhian taŋ-pii daəm' móo.	They liked being soldiers from the beginning.
9.	kee coul-cət təhian taŋ-pii touc'ñ.	They liked being soldiers since they were small.
10.	khñom coul-cət təhian taŋ-pii touc'ñ.	I liked being a soldier since I was small.

Drill J. Response

MODEL: Teacher:	look thee təhian taŋ-pii chnam naa' móo? (hoksəp-bɛy)	Since what year have you been in the service? ('63)
Student:	khñom thee təhian taŋ-pii chnam hoksəp-bɛy!	I've been in the service since '63.
1.	look thee təhian taŋ-pii chnam naa' móo? (haasəp-pmpɨl)	Since what year have you been in the service? ('57)
	khñom thee təhian taŋ-pii chnam haasəp-pmpɨl!	I've been in the service since '57.
2.	look thee təhian ceeŋ kook taŋ-pii chnam naa' móo? (haasəp-pmmuoy)	Since what year have you been an infantryman? ('56)
	khñom thee təhian ceeŋ kook taŋ-pii chnam haasəp-pmmuoy!	I've been an infantryman since '56.
3.	look thee təhian ceeŋ tɨk taŋ-pii chnam naa' móo? (haasəp-pèam)	Since what year have you been a sailor? ('55)
	khñom thee təhian ceeŋ tɨk taŋ-pii chnam haasəp-pèam!	I've been a sailor since '55.

4. look thəə təhian chat yooŋ taŋ-pii chnam naa' móo? (hoksəp-muoy)	Since what year have you been a paratrooper? ('61)
khñom thəə təhian chat yooŋ taŋ-pii chnam hoksəp-muoy!	I've been a paratrooper since '61.
5. look thəə təhian kpal-hɔh taŋ-pii chnam naa' móo? (hoksəp-pii)	Since what year have you been an airman? ('62)
khñom thəə təhian kpal-hɔh taŋ-pii chnam hoksəp-pii!	I've been an airman since '62.
6. look thəə aavəkaa taŋ-pii chnam naa' móo? (haasəp-pmbɛy)	Since what year have you been a lawyer? ('58)
khñom thəə aavəkaa taŋ-pii chnam haasəp-pmbɛy!	I've been a lawyer since '58.
7. look thəə kùu bŋìen taŋ-pii chnam naa' móo? (haasəp-pmbuon)	Since what year have you been a teacher? ('59)
khñom thəə kùu bŋìen taŋ-pii chnam haasəp-pmbuon!	I've been a teacher since '59.
8. look thəə təhian taŋ-pii chnam naa' móo? (hoksəp-bɛy)	Since what year have you been in the service? ('63)
khñom thəə təhian taŋ-pii chnam hoksəp-bɛy!	I've been in the service since '63.

Drill K. Response

MODEL: Teacher:	look cɛñ pii təhian pəmaan chnam' əh? (məndɔp)	How long ago did you leave the service? (eleven)
Student:	khñom cɛñ pii təhian məndɔp chnam' əh!	I left the service eleven years ago.

1. look cɛñ pii təhian cəəŋ kook pəmaan chnam' əh? (bɛy-ndɔp)	How long ago did you leave the army? (thirteen)
khñom cɛñ pii təhian cəəŋ kook bɛy-ndɔp chnam' əh!	I left the army thirteen years ago.
2. look cɛñ pii təhian cɛɛŋ tɨk pəmaan chnam' əh? (buon-ndɔp)	How long ago did you leave the navy? (fourteen)
khñom cɛñ pii təhian cəəŋ tɨk buon-ndɔp chnam' əh!	I left the navy fourteen years ago.

3. look cɛñ pii təhian chat yooŋ pəmaan chnam' əh? (pèam-ndɔp)	How long ago did you leave the paratroops? (fifteen)
khñom cɛñ pii təhian chat yooŋ pèam-ndɔp chnam' əh!	I left the paratroops fifteen years ago.
4. look cɛñ pii təhian kpal-hɔh pəmaan chnam' əh? (pmmuoy-ndɔp)	How long ago did you leave the air force? (sixteen)
khñom cɛñ pii təhian kpal-hɔh pmmuoy-ndɔp chnam' əh!	I left the air force sixteen years ago.
5. look cɛñ pii təhian pəmaan chnam' əh? (pmpil-ndɔp)	How long ago did you leave the service? (seventeen)
khñom cɛñ pii təhian pmpil-ndɔp chnam' əh!	I left the service seventeen years ago.

UNIT 45

NARRATION

1. look dəŋ' teh? khñom mian puoʔ-maaʔ mənéʔ nıw cəmuoy khñom.

2. kót thee təhian.

3. kót peʔ saʔ pii.

4. kót coul-cət daə leeŋ' nah.

5. coŋ atıt mun nih, khñom daə leeŋ cəmuoy kót ɔh peel məthŋay.

1. Did you know? I have a friend staying with me.
2. He's in the service.
3. He's a first lieutenant.
4. He really likes to walk around town.
5. Last weekend I spend a whole day walking around with him.

- - - - - - - - - - - - -

6. mun dɔmbouŋ, yəəŋ tıw psaa thmɛy. ruoc haəy yəəŋ tıw róo tiñ kənat.

7. yəəŋ coul haaŋ lúʔ kənat pii-bɛy.

8. kraoy tiñ kənat ruoc haəy, yəəŋ kɔ tıw phtéh dɛe khao-aaw.

9. maoŋ cıt dɔp-pii haəy, yəəŋ kɔ coul ñam baay nıw restorɔŋ muoy, nıw kraom
   otaɛl dəlaa poost.

6. First of all, we went to the New Market. Then we went shopping for cloth.
7. We went into two or three cloth stores.
8. After we had bought the cloth, we then went to a tailor shop.
9. Near twelve o'clock, we went in to eat at a restaurant, behind the Hotel
   de la Poste.

- - - - - - - - - - - - -

10. luh ñam baay ruoc, yəəŋ kɔ nóm khnia tıw kat sɔʔ.

11. daoy kót cia təhian, puoʔ-maaʔ khñom kót cuol-cət kat sɔʔ khlɛy.

12. khñom, khñom coul-cət tuk sɔʔ vɛɛŋ.

13. kraoy yəəŋ kat sɔʔ ruoc haəy, khñom cɔŋ tıw phtéh.

14. pontaɛ puoʔ-maaʔ khñom kót cɔŋ daə leeŋ ntɛc tiet.

10. When we finished eating, we went together to get our hair cut.
11. Being in the service, my friend likes his hair cut short.
12. Me, I like to leave my hair long.
13. After we finished getting haircuts, I wanted to go home.
14. But my friend wanted to keep on walking around a while longer.

- - - - - - - - - - - - -

15. kót suo khñom thaa: look daɛl aoy kee tiey aoy' teh?

16. khñom kɔ chlaəy thaa: khñom m-daɛl aoy nənaa tiey aoy khñom sɔh!

17. doucchnɛh haəy, kót kɔɔ nóm khñom tıw phtéh kruu tiey mənéʔ.

18. yəəŋ niyiey leeŋ cəmuoy kruu tiey ɔh peel pəhaɛl məmaoŋ.

19. tɔɔ pii nuh yəəŋ kɔ təlɔp tıw phtéh.

20. daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.

15. He asked me, 'Have you ever had your fortune told?'
16. I answered, 'I've never had my fortune told by anyone at all.'
17. That being the case, he took me to the house of a fortune teller.
18. We stayed there talking with the fortune teller for maybe an hour.
19. From there we went on home.
20. Since we were so tired, we went to bed.

NOTE: Expressions of Accompaniment

1. /daoy/ 'with, by'

This item is both a preposition and a conjunction. As a preposition, it is easily translated and presents no grammatical difficulties; it is uaually equivalent to /taam/:

phñaə taam yún-hɔh.
phñaə daoy yún-hɔh.
'Send it by plane.'

As a conjunction, however, /daoy/ is used to introduce subordinate clauses in two distinct ways. If the /daoy/-clause comes after the main clause, the connection between the two clauses is one of close accompaniment:

khñom trɛɛk-ɔɔ' nah, daoy baan skól look.
'I'm very glad that I got to meet you.'
(See Notes, Units 44 and 49.)

If the /daoy/-clause precedes the main clause, the meaning is something like 'accompanying circumstance,' and often a cause-and-effect relationship is present:

daoy kót cia təhian, puoʔ-maaʔ khñom coul-cət kat sɔʔ khlɛy.
'Being in the service, my friend likes to have his hair cut short.'

This pattern is illustrated in Drill B of this unit.

When /daoy/ in the first clause is reinforced by the particle /kɔ/, which comes immediately after the subject of the second clause, the cause-effect relationship is much stronger, and /daoy/ here is nearly equivalent to /prúh/ 'because':

daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.
'Being very tired, we went to bed.'
(Because we were very tired, we went to bed.)

This pattern is illustrated in Drill F, and transformed into two independent clauses, the second being introduced by /douccnɛh haəy/ 'for that reason,' in Drill G. Note that the particle /kɔ/ does not occur in the transformation, but only in the original pattern.

Some other uses of /kɔ/, which makes a strong connection between two successive clauses, are illustrated in Drill I.

2. /nóm/ and /cuun/ 'to take or bring (someone somewhere)'

A different kind of accompaniment is represented by two-verb constructions in which the first verb is /nóm/ or /cuun/ and the second is a verb of motion with the object always coming between:

kót nóm khñom tıw phtéh kruu tiey menéʔ.
'He took me to the house of a fortune teller.'

khñom cuun pʔoun khñom móo leeŋ.
'I brought my younger brother to visit (you).'

The difference in meaning between /nóm/ and /cuun/ is very slight in this construction- both mean essentially 'to lead.' Note, however, that /cuun/ is also a polite version of /aoy/ 'give,' while /nóm/ is not used this way:

khñom tıw yóoʔ kafɛɛ móo cuun.
'I'll go get the coffee for you (to give you).'

Parallel in construction to /nóm... V/ and /cuun... V/ are two-verb expressions such as /yóoʔ... móo/ (in the example above) where physical carrying, rather than mere accompaniment, is involved. Also parallel in construction is the following example:

yeeŋ nóm khnia tıw kat sɔʔ.
'We went together to get our hair cut.'

Although this kind of example presents difficulties of translation, the literal meaning is 'We took each other to get our hair cut,' which is exactly parallel to other /nóm... V/ constructions. Note that /cuun/ is seldom used in this way.

Expressions of accompaniment with /nóm/ are illustrated in Drills J and K, where they are transformed into equivalent expressions using /nıŋ/ 'with' and /cəmuoy khnia/ 'together,' the common prepositions designating accompaniment. /cəmuoy/ 'with' by itself is illustrated in Drills A and H.

Other drills of this unit emphasize adjective opposites in connection with a subject repeated for emphasis (C), and the use of interrogative words after /m-daɛl/ 'never' (D, E).

DRILLS

Drill A. Substitution

1.	coŋ atıt mun nih, khñom daə leeŋ cəmuoy kót ɔh peel məthŋay.	Last weekend, I walked around with him for a whole day.
2.	khaɛ mun nih, khñom daə leeŋ cəmuoy kót ɔh peel məthŋay.	Last month, I walked around with him for a whole day.
3.	khaɛ mun nih, khñom daə leeŋ cəmuoy kót ɔh peel buon thŋay.	Last month, I walked around with him for four days.
4.	khaɛ mun nih, khñom thəə dmnaə cəmuoy kót ɔh peel buon thŋay.	Last month, I took a trip with him for four days.
5.	chnam tıw, khñom thəə dmnaə cəmuoy kót ɔh peel buon thŋay.	Last year, I took a trip with him for four days.
6.	chnam tıw, khñom thəə dmnaə cəmuoy kót ɔh peel mə-atıt.	Last year, I took a trip with him for a week.
7.	chnam tıw, khñom daə leeŋ cəmuoy kót ɔh peel mə-atıt.	Last year, I walked around with him for a week.
8.	khaɛ vıccəkaa, khñom daə leeŋ cəmuoy kót ɔh peel mə-atıt.	In November, I walked around with for a week.
9.	khaɛ vıccəkaa, khñom daə leeŋ cəmuoy kót ɔh peel məthŋay.	In November, I walked around with him for a whole day.
10.	coŋ atıt mun nih, khñom daə leeŋ cəmuoy kót ɔh peel məthŋay.	Last weekend, I walked around with him for a whole day.

Drill B. Substitution

1.	daoy kót cia təhian, puoʔ-maa khñom coul-cət kat sɔʔ khlɛy.	Being in the service, my friend likes his hair cut short.
2.	daoy kót cia təhian, puoʔ-maa khñom coul-cət tiñ ɛyvan thaok-thaok.	Being in the service, my friend likes to buy inexpensive things.
3.	daoy kót cia koun səh, puoʔ-maaʔ khñom coul-cət tiñ ɛyvan thaok-thaok.	Being a student, my friend likes to buy inexpensive things.
4.	daoy kót cia koun səh, puoʔ-maaʔ khñom coul-cət tuk sɔʔ vɛɛŋ.	Being a student, my friend likes to leave his hair long.
5.	daoy kót cia kruu tiey, puoʔ-maaʔ khñom coul-cət tuk sɔʔ vɛɛŋ.	Being a fortune teller, my friend likes to leave his hair long.

6.	daoy kót cia kruu tiey, puoˀ-maaˀ khñom coul-cət meel rɪəŋ bouraan.	Being a fortune teller, my friend likes to read ancient legends.
7.	daoy kót cia kruu bɔŋrien, puoˀ-maaˀ khñom coul-cət meel rɪəŋ bouraan.	Being a teacher, my friend likes to read ancient legends.
8.	daoy kót cia kruu bɔŋrien, pucˀ-maaˀ khñom coul-cət coul keeŋ pii pəlup.	Being a teacher, my friend likes to go to bed early.
9.	daoy kót cia təhian, puoˀ-maaˀ khñom coul-cət coul keeŋ pii pəlup.	Being in the service, my friend likes to go to bed early.
10.	daoy kót cia təhian, puoˀ-maaˀ khñom coul-cət kat sɔˀ khlɛy.	Being in the service, my friend likes his hair cut short.

Drill C. Transformation

MODEL: Teacher:	puoˀ-maaˀ khñom coul-cət kat sɔˀ khlɛy. (tuk sɔˀ vɛɛŋ)	My friend likes his hair cut short. (leave hair long)
Student:	khñom, khñom coul-cət tuk sɔˀ vɛɛŋ.	Me, I like to leave my hair long.
1.	puoˀ-maaˀ khñom coul-cət tiñ khao-aaw thaok-thàok. (thlay)	My friend likes to buy inexpensive clothing. (expensive)
	khñom, khñom coul-cət tiñ khao-aaw thlay.	Me, I like to buy expensive clothing.
2.	puoˀ-maaˀ khñom coul-cət meel rɪəŋ bouraan. (səmay)	My friend likes to read ancient stories. (modern)
	khñom, khñom coul-cət meel rɪəŋ səmay.	Me, I like to read modern stories.
3.	puoˀ-maaˀ khñom coul-cət coul keeŋ pii pəlup. (yup ntɛc)	My friend likes to go to bed early. (rather late)
	khñom, khñom coul-cət coul keeŋ yup ntɛc.	Me, I like to go to bed rather late.
4.	puoˀ-maaˀ khñom coul-cət laan thom. (touc)	My friend likes big cars. (small)
	khñom, khñom coul-cət laan touc.	Me, I like small cars.
5.	puoˀ-maaˀ khñom coul-cət sbaɛk-cəəŋ thŋún. (sraal)	My friend likes heavy shoes. (light)
	khñom, khñom coul-cət sbaɛk-cəəŋ sraal.	Me, I like light shoes.

6. puoʔ-maaʔ khñom coul-cət baək laan lıən. (yııt)	My friend likes to drive fast. (slow)
khñom, khñom coul-cət baək laan yııt.	Me, I like to drive slow.

Drill D. Response

MODEL: Teacher:	look daɛl aoy kee tiey aoy' teh?	Have you ever had your fortune told?
Student:	khñom m-daɛl aoy nənaa tiey aoy khñom sɔh!	I've never had my fortune told by anybody at all.

1. look daɛl aoy kee caʔ thnam aoy' teh?	Have you ever had an inoculation?
khñom m-daɛl aoy nənaa caʔ thnam aoy khñom sɔh!	I've never had anybody inoculate me at all.
2. look daɛl aoy kee kao puk mót teh?	Have you ever had someone shave you?
khñom m-daɛl aoy nənaa kao puk mót aoy khñom sɔh!	I've never had anyone shave me at all.
3. look daɛl aoy kee thəə təsay aoy' teh?	Have you ever had a massage?
khñom m-daɛl aoy nənaa thəə təsay aoy khñom sɔh!	I've never had anyone massage me at all.
4. look daɛl aoy kee saʔ aoy' teh?	Have you ever been tattooed?
khñom m-daɛl aoy nənaa saʔ aoy khñom sɔh!	I've never had anyone tattoo me at all.
5. look daɛl aoy nənaa məəl day aoy' teh?	Have you ever had your palm read?
khñom m-daɛl aoy nənaa məəl day aoy khñom sɔh!	I've never had anyone read my palm at all.
6. look daɛl aoy nənaa thəə thmiñ aoy' teh?	Have you ever had your teeth worked on?
khñom m-daɛl aoy nənaa thəə thmiñ aoy khñom sɔh!	I've never had anyone work on my teeth at all.

Drill E. Transformation: Question from Statement.

MODEL: Teacher:	khñom m-daɛl aoy nənaa tiey aoy khñom sɔh!	I've never had my fortune told by anyone at all.
Student:	look daɛl aoy kee tiey aoy' teh?	Have you ever had your fortune told?

1.	khñom m-daɛl aoy nənaa caʔ thnam aoy khñom sɔh!	I've never had anybody inoculate me at all.
	look daɛl aoy kee caʔ thnam aoy' teh?	Have you ever had an inoculation?
2.	khñom m-daɛl aoy nənaa kao puk mót aoy khñom sɔh!	I've never had anyone shave me at all.
	look daɛl aoy kee kao puk mót aoy' teh?	Have you ever had someone shave you?
3.	khñom m-daɛl aoy nənaa thəə təsay aoy' khñom sɔh!	I've never had anyone massage me at all.
	look daɛl aoy kee thəə təsay aoy' teh?	Have you ever had a massage?
4.	khñom m-daɛl aoy nənaa saʔ aoy khñom sɔh!	I've never had anyone tattoo me at all.
	look daɛl aoy kee saʔ aoy' teh?	Have you ever been tattooed?
5.	khñom m-daɛl aoy nənaa məəl day aoý khñom sɔh!	I've never had anyone read my palm at all.
	look daɛl aoy kee məəl day aoy' teh?	Have you ever had your palm read?
6.	khñom m-daɛl aoy kee thəə thmiñ aoy khñom sɔh!	I've never had anyone work on my teeth at all.
	look daɛl aoy kee thəə thmiñ aoy' teh?	Have you ever had your teeth worked on?

Drill F. Substitution

1.	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.	Being so tired, we went to bed.
2.	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ tələp tıw otaɛl viñ.	Being so tired, we went back to the hotel.
3.	daoy m-səw mian luy, yəəŋ kɔ tələp tıw otaɛl viñ.	Not having much money, we went back to the hotel.
4.	daoy m-səw mian luy, yəəŋ kɔ cih sikhlou tıw.	Not having much money, we took a cyclo.

5.	daoy mian peel craən, yəəŋ kɔ cih sikhlou tıw.	Having lots of time, we took a cyclo.
6.	daoy mian peel craən, yəəŋ kɔ cih laan chnuol tıw.	Having lots of time, we took a bus.
7.	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ cih laan chnuol tıw.	Being so tired, we took a bus.
8.	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.	Being so tired, we went to bed.

Drill G. Transformation

MODEL: Teacher:	yəəŋ ɔh kɔmlaŋ peek. douccnɛh haəy yəəŋ coul keeŋ.	We were so tired. Therefore, we went to bed.
Student:	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.	Being so tired, we went to bed.
1.	yəəŋ ɔh kɔmlaŋ peek. douccnɛh haəy, yəəŋ təlɔp tıw otaɛl viñ.	We were so tired. Therefore, we went back to the hotel.
	daoy ɔh kɔmlaŋ peek, yəəŋ kɔ təlɔp tıw otaɛl viñ.	Being so tired, we went back to the hotel.
2.	yəəŋ m-səw mian luy. doucchnɛh haəy, yəəŋ təlɔp tıw otaɛl viñ.	We didn't have much money. Therefore, we went back to the hotel.
	daoy m-səw mian luy, yəəŋ kɔ təlɔp tıw otaɛl viñ.	Not having much money, we went back to the hotel.
3.	yəəŋ m-səw mian luy. doucchnɛh haəy, yəəŋ cih sikhlou tıw.	We didn't have much money. Therefore, we took a cyclo.
	daoy m-səw mian luy, yəəŋ kɔ cih sikhlou tıw.	Not having much money, we took a cyclo.
4.	yəəŋ mian peel craən. doucchnɛh haəy, yəəŋ cih sikhlou tıw.	We had lots of time. Therefore, we took a cyclo.
	daoy mian peel craən, yəəŋ kɔ cih sikhlou tıw.	Having lots of time, we took a cyclo.
5.	yəəŋ mian peel craən. doucchnɛh haəy, yəəŋ cih laan chnuol tıw.	We had lots of time. Therefore, we took a bus.
	daoy mian peel craən, yəəŋ kɔ cih laan chnuol tıw.	Having lots of time, we took a bus.

6.	yəəŋ ɔh kɔmlaŋ peek. doucchnɛh haəy, yəəŋ cih laan chnuol tıw. daoy ɔh kɔmlaŋ peek, yəəŋ kɔ cih laan chnuol tıw.	We were so tired. Therefore, we took a bus. Being so tired, we took a bus.
7.	yəəŋ ɔh kɔmlaŋ peek. doucchnɛh haəy yəəŋ coul keeŋ. daoy ɔh kɔmlaŋ peek, yəəŋ kɔ coul keeŋ.	We were so tired. Therefore, we went to bed. Being so tired, we went to bed.

Drill H. Substitution

1.	yəəŋ niyiey leeŋ cəmuoy kruu tiey ɔh peel məmaoŋ.	We were talking with the fortune teller for an hour.
2.	yəəŋ niyiey leeŋ cəmuoy niey təhian ɔh peel məmaoŋ.	We were talking with the officer for an hour.
3.	yəəŋ niyiey leeŋ cəmuoy niey təhian ɔh peel kəlah maoŋ.	We were talking with the officer for half an hour.
4.	kót niyiey leeŋ cəmuoy niey təhian ɔh peel kəlah maoŋ.	He was talking with the officer for half an hour.
5.	kót niyiey leeŋ cəmuoy kruu tiey ɔh peel kəlah maoŋ.	He was talking with the fortune teller for half an hour.
6.	kót niyiey leeŋ cəmuoy kruu tiey ɔh peel məmaoŋ kəlah.	He was talking with the fortune teller for an hour and a half.
7.	yəəŋ niyiey leeŋ cəmuoy kruu tiey ɔh peel məmaoŋ kəlah.	We were talking with the fortune teller for an hour and a half.
8.	yəəŋ niyiey leeŋ cəmuoy kruu tiey ɔh peel məmaoŋ.	We were talking with the fortune teller for an hour.

Drill I. Double Substitution (No Model)

1.	tɔɔ pii nuh, yəəŋ kɔ tələp tıw phtéh.	Following that, we went back home.
2.	kraoy mɔ́ɔʔ, yəəŋ kɔ tıw psaa thmɛy.	Later on, we went to the New Market.
3.	ruoc haəy, yəəŋ kɔ tıw rɔ́ɔ tiñ kənat.	After we finished, we went shopping for cloth.
4.	kraoy mɔ́ɔʔ, yəəŋ kɔ tıw phtéh dɛɛ khao-aaw.	Later on, we went to the tailor shop.

5.	maoŋ cɨt pii-ndɔp haəy, yəəŋ kɔ coul ñam baay.	Near twelve o'clock, we went to eat.
6.	luh ñam baay ruoc, yəəŋ kɔ nóm khnia tɨw kat sɔʔ.	After finishing eating, we went together to get our hair cut.
7.	kat sɔʔ ruoc haəy, yəəŋ kɔ təlɔp tɨw otaɛl viñ.	After the haircut, we went back to the hotel.
8.	doucchneh haəy, yəəŋ kɔ tɨw phtéh kruu tiey.	Therefore, we went to the house of the fortune teller.
9.	tɔɔ pii nuh, yəəŋ kɔ təlɔp tɨw phtéh.	Following that, we went back home.

Drill J. Transformation

MODEL: Teacher:	yəəŋ tɨw phtéh kruu tiey cəmuoy khnia! (kót nóm khñom)	We went to the fortune-teller's house together. (He took me.)
Student:	kót nóm khñom tɨw phtéh kruu tiey!	He took me to the fortune-teller's house.
1.	yəəŋ tɨw psaa thmɛy cəmuoy khnia! (khñom nóm kót)	We went to the New Market together. (I took him)
	khñom nóm kót tɨw psaa thmɛy!	I took him to the New Market.
2.	yəəŋ tɨw róo kənat cəmuoy khnia! (khñom cuun pəpún khñom)	We went shopping for cloth together. (I took my wife)
	khñom cuun pəpún khñom tɨw róo tiñ kənat!	I took my wife shopping for cloth.
3.	yəəŋ tɨw phtéh dɛɛ khao-aaw cəmuoy khnia! (pəpún khñom nón khñom)	We went to the tailor shop together. (My wife took me.)
	pəpún khñom nóm khñom tɨw phtéh dɛɛ khao-aaw!	My wife took me to the tailor shop.
4.	yəəŋ tɨw kat sɔʔ cəmuoy khnia. (puoʔ-maaʔ khñom nóm khñom)	We went to get a haircut together. (My friend took me.)
	puoʔ-maaʔ khñom nóm khñom tɨw kat sɔʔ!	My friend took me to get a haircut.
5.	yəəŋ tɨw ñam baay nɨw restorɔŋ cəmuoy khnia! (khñom cuun look srɛy)	We went to eat in a restaurant together. (I took the lady)
	khñom cuun look srɛy tɨw ñam baay nɨw restorɔŋ.	I took the lady to eat in a restaurant.

Drill K. Transformation

MODEL:	Teacher:	kót nóm khñom tıw phtéh kruu tiey mənéʔ J	He took me to the house of a fortune teller.
	Student:	kót nıŋ khñom nóm khnia tıw phtéh kruu tiey mənéʔ J	He and I went together to the house of a fortune teller.
1.		khñom nóm kót tıw psaa thmɛy J	I took him to the New Market.
		khñom nıŋ kót nóm khnia tıw psaa thmɛy J	I and he went to the New Market together.
2.		khñom cuun pəpún khñom tıw róo tiñ kənat J	I took my wife cloth shopping.
		khñom nıŋ pəpún khñom nóm khnia tıw róo tiñ kənat J	I and my wife went cloth shopping together.
3.		pəpún khñom nóm kót tıw phtéh dɛɛ khao-aaw J	My wife took me to the tailor shop.
		pəpún khñom nıŋ kót nóm khnia tıw phtéh dɛɛ khao-aaw J	My wife and I went together to the tailor shop.
4.		puoʔ-maaʔ khñom nóm khñom tıw kat sɔʔ J	My friend took me to get a haircut.
		puoʔ-maaʔ khñom nıŋ khñom nóm khnia tıw kat sɔʔ J	My friend and I went together to get a haircut.
5.		khñom cuun look srɛy tıw ñam baay nıw restorɔŋ J	I took the lady to eat in a restaurant.
		khñom nıŋ look srɛy nóm khnia tıw ñam baay nıw restorɔŋ J	I and the lady went together to eat in a restaurant.

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